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BI-ENNIAL REPORT

OF THE

SUPERINTENDENT OF PUBLIC INSTRUCTION

OF THE

STATE OF FLORIDA

FOR THE

TWO YEARS ENDING JUNE 30, 1896.

WILLIAM N. SHEATS,

SUPERINTENDENT OF PUBLIC INSTRUCTION.

TALLAHASSEE, FLA.:

W. N. SHINE, STATE PRINTER.

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REGISTER OF STATE SUPERINTENDENTS.

	WHEN TERM BEGAN.
C. THURSTON CHASE	August .., 1868
REV. CHARLES BEECHER	March 18, 1871
JONATHAN C. GIBBS, (colored)	January 23, 1873
SAMUEL B. MCLIN, Secretary of State and Acting Superintendent	August 17, 1874
REV. WM. WATKIN HICKS	March 1, 1875
WM. P. HAISLEY	January 6, 1877
ELEAZER K. FOSTER	January 31, 1881
ALBERT J. RUSSELL	February 21, 1884
WM. N. SHEATS	January 3, 1893

STATE BOARD OF EDUCATION.

EX-OFFICIO.

1893–1897.

HENRY L. MITCHELL, Governor	*President*
JNO. L. CRAWFORD	Secretary of State
CLARENCE B. COLLINS	State Treasurer
WM. B. LAMAR	Attorney-General
WM. N. SHEATS, State Superintendent of Public Instruction	*Secretary*

DEPARTMENT OF PUBLIC INSTRUCTION,
TALLAHASSEE, FLA., July 15, 1896.

To His Excellency, Henry L. Mitchell, Governor of Florida:

SIR--In compliance with Section 27, Article IV, of the Constitution, I have the honor to submit herewith the Bi-ennial Report of the Department of Public Instruction, for the two years beginning July 1, 1894, and ending June 30, 1896.

Yours obediently,

WM. N. SHEATS,

State Superintendent of Public Instruction.

REPORT

OF THE

Twenty-Seventh and Twenty-Eighth Years

OF THE

PUBLIC SCHOOLS

OF THE

STATE OF FLORIDA.

INTRODUCTION.

The showing made for public education during the past two years, considering the great disaster which befell the State about the middle of the school term during the first one of this *biennium*, is very gratifying indeed, and demonstrates more clearly, perhaps, the deep interest felt in the public schools than could be shown under more favorable circumstances.

Up to the time of these "memorable freezes," in December, 1894, and on February 8, 1895, the report was general from every part of the State that the schools had never been so well attended, nor the cause of public education apparently so deeply rooted in the affections of the people. Those living outside of the State, and not engaged in the cultivation of tropical fruits and vegetables, have but slight appreciation of what is meant by a freeze, which impoverishes the rich and takes away the visible means of subsistence from tens of thousands of industrious citizens in one night. Groves, which had given employment to thousands of laborers, yielded large incomes, had required many years and much capital to grow, were worth the bare land the next morning. The effect upon the State was the same as if every manufactory in New England without insurance had been burned to the ground in one night. Florida is the

only State in the Union with such recuperative powers as to stand so great a strain without a general appeal for charity. You well know how the taxable values of the State were reduced and the ability for paying the taxes already assessed diminished, and that you acting with the advice and consent of your cabinet requested County Commissioners to withhold the enforcement of the collection of taxes, which action the Legislature of 1895 afterwards endorsed by extending the limit for the payment of taxes past due until in the fall. These facts are called to your mind to prepare you to look for some diminution in the aggregate school exhibit for that as well as for the subsequent year.

It is remarkable and beyond expectation that the decreased showing is so slight and inappreciable.

It once was the rule, rather than the exception, that when retrenchment became necessary in the family, the county, or the State, the education of the children was the first to feel the effects of it.

After this great destruction of property and enforced seeking of other means of livelihood on the part of many of our citizens, many friends of education gravely feared, and it really appeared, that it would be impossible to continue the schools for the want of funds. And it is doubtless true, if public favor had not been so completely won on the side of the public schools and the assessment for education had not been made mandatory in the State Constitution, that a movement would have been attempted to curtail public expenses by reducing the school tax. But nothing of the kind was done, and beyond a decrease in salaries of teachers and shortening of the school term in some counties, both slight, and a lessening of the efforts of school officers to open up schools which had not been started, the educational interests hardly disclose that the State had suffered a great disaster, as will be seen from comparative statistics on the following pages.

Your attention is called to the statistical exhibit for the two years beginning respectively on pages 317 and 337 of this report. They are presented with the statement, without fear of its being gain-said, that never before in the history of public education in this State have statistics been so fully and accurately gathered and presented. There has been great improvement in county school officers in this respect, while some reports still exhibit a degree of carelessness as to detail, the showing as a whole may be relied upon as very approximately correct. With the

improved system of blanks in use and the revival spirit now prevalent among County Superintendents for completeness and accuracy ot statement in reports, it is confidently predicted that by the issuance of another Bi-ennial Report the facts presented will be as full and reliable as any such public documents.

The Report is divided into eight Parts:

Part. I, the first 64 pages, contains summary and comparative statistics and the observations and recommendations of the State Superintendent on various features of the system.

Part II, embracing pages 65 to 144, contains the reports from the various State Institutions for higher education, and for the education of the unfortunate youth.

Part III, from page 145 to 192 inclusive, presents sketches of the several Denominational and Private Institutions for higher education which rightfully deserve a place in this report, both for the work they are doing and as helping to advertise the educational facilities of the State.

Part IV, from page 193 to 242, presents sketches of such High Schools and Academies, Public and Private, as would furnish a cut of their building and a sketch of their school; these also merit notice in this report and are presented with the hope and belief that such recognition will tend to the establishment of many more such schools for the work of Secondary Education.

Part V, embracing pages 242—313, contains the reports of such County Superintendents as could be induced to write a general statement of the status of educational sentiment, of what had been accomplished, of the outlook in their respective counties, with such recommendations as to needed changes in school laws and administration as their experience suggested. These reports abound in valuable information and suggestions, are worth your perusal, and it is determined to make them a characteristic feature of all future reports.

It is believed that they will stimulate some to try and do something worthy of report, who otherwise would be dead or indifferent.

Part VI, from page 315 to page 334, presents the Statistical Tables for the school year ending June 30, 1895.

Part VII, pages 335—372 inclusive, contains the Statistical Tables for the school year ending June 30, 1896.

Part VIII, the Appendix, contains an account of the recent County Superintendents' Convention held at Live Oak, and a summary statement of their deliberations and recommendations on various phases of the school system.

After calling your attention to the adverse circumstances

that have confronted public education for the past two years, the following report is presented to you in confidence and with pride at the exhibit made. Investigation will prove to you that the State is not only ranking well up in all material points, educationally, with any State in her class; but, considering the matter of public education alone, Florida is leading all her Southern sisters, and is ranking well with many of the older and richer States.

In my effort to satisfy the desire of many to know exactly what is being done in the way of educating the Negro, the Statistical Tables have been made rather lengthy and at times rather confusing by presenting facts both as to race and sex.

Table XVII, on page 366, has been devoted exclusively to the negroes and presents the total expenditure for Negro Education for the years 1895–6, with other valuable facts. If the showing does not prove satisfactory as to the progress of the education of this race, it will at least demonstrate how nobly the work of elevating them has been begun.

PART I.

SUMMARY AND COMPARATIVE STATITISTICS, OBSERVATIONS AND RECOMMENDATIONS

OF THE

SUPERINTENDENT OF PUBLIC INSTRUCTION.

The itemized tables, from which the following summary statistics for the school years 1894–95 and 1895–96 are taken, begin on page 317 of this report. For the sake of brevity, while the school year embraces parts of two calendar years, the school year in the summary and comparative statistics given below will be designated by the calendar year in which the school year closed.

SUMMARY AND COMPARATIVE STATISTICS.

	1892.	1893.	1894.	1895.	1896.
Total number of schools....	2368	2366	2404	2272	2350
Number for Whites.....	1774	1752	1775	1732	1781
Number for Negroes.....	594	614	629	540	569

NUMBER OF TEACHERS EMPLOYED.

	1892.	1893.	1894.	1895	1896.
Total.....	2,782	2,678	2,923	2,669	2,508
Whites.....	2,006	1,984	2,151	2,024	1,929
Negroes.....	776	694	772	645	579

TEACHERS DIVIDED AS TO SEX AND RACE.

	1892.	1893.	1894.	1895.	1896.
White Males.....	*....	830	904	801	753
White Females.....	.....	1,154	1,247	1,223	1,176
Negro Males.....	.....	331	390	335	293
Negro Females.....	.....	363	382	310	286

*Wherever blanks are found the data is not obtainable.

ENROLLMENT OF PUPILS.

	1892.	1893.	1894.	1895.	1896.
Both Races.....	93,780	95,728	96,775	94,919	100,373
White.....	57,181	58,957	59,503	60,566	63,586
Negro.....	36,599	36,771	37,272	34,353	36,787

PUPILS ENROLLED DIVIDED AS TO SEX AND RACE.

	1892.	1893.	1894.	1895.	1896.
White Males.....	29,325	29,598	30,660	31,204	33,188
Negro Males.....	17,593	17,501	17,591	16,252	17,472
White Females...	27,856	29,359	28,843	29,362	30,398
Negro Females...	19,006	19,270	19,681	18,101	19,315

PERCENTAGE OF SCHOOL POPULATION ENROLLRD.

(Compared with census of 1892).

	1892.	1893.	1894.	1895.	*1896.
Both Races.....	65	66	67	66	66
Whites....	71	73	74	76	74
Negroes.....	57	57	58	53	55

*Compared with census of 1896.

AVERAGE DAILY ATTENDANCE OF PUPILS.

	1892.	1893.	1894.	1895.	1896.
Both Races.....	62,226	62,238	64,138	62,934	66,135
Whites.....		38,858	38,752	39,911	41,992
Negroes.....		23,380	25,386	23,023	24,143

AVERAGE DAILY ATTENDANCE BY SEX AND RACE.

	1892.	1893.	1894.	1895.	1896.
White Males.....		.....	.....	20,177	22,287
Negro Males.....		.....	.....	11,001	11,896
White Females.....		.....	.....	19,734	19,705
Negro Females.....		.....	.....	12,022	12,247

PERCENTAGE OF SCHOOL ENROLLMENT IN DAILY ATTENDANCE.

	1892.	1893.	1894.	1895.	1896.
Both Races.....	66	65	66	66	66
Whites....	..	66	65	66	66
Negroes.....	..	64	68	67	66

AVERAGE NUMBER OF DAYS SCHOOLING GIVEN FOR EACH CHILD OF SCHOOL AGE (6 TO 21).

	1892.	1893.	1894.	1895.	1896.
Both Races.....	.....	.....	.....	.....	44
White.....	.....	.....	.....	.....	52
Negro.....	.....	.....	.....	.....	33

SCHOOL POPULATION.

	Census of 1892.	Census of 1896.
Both Races.....	144,106	152,598
Whites.....	79,719	86,196
Negroes.....	64,387	66,402

SCHOOL POPULATION DIVIDED AS TO RACE AND SEX.

	Census of 1892.	Census of 1896.
Total Males	74,686	78,666
White Males	.....	45,297
Negro Males	.....	33,369
Total Females	69,420	73,932
White Females	.....	40,899
Negro Females	.....	33,033

OTHER DIVISIONS OF SCHOOL POPULATION AS TO AGES AND RACES.

	Census of 1892.	Census of 1896.
Between 18 and 21 years of age	.....	15,255
Between 6 and 18	.....	137,343
Whites	.....	77,362
Negroes	.....	59,981

EDUCATIONAL STATUS OF SCHOOL POPULATION.

	Census of 1892.	Census of 1896.
Total in Chart	.....	21,605
White	.....	9,785
Negro	.....	11,820
Total in First Reader	.....	22,705
White	.....	11,856
Negro	.....	10,849

Total in Second Reader	22,294
White	11,856
Negro	10,438
Total in Third Reader	22,060
White	12,903
Negro	9,157
Total in Fourth Reader	21,873
White	14,473
Negro	7,400
Total in Fifth Reader	12,783
White	9,545
Negro	3,238
Total in Higher Branches	13,879
White	11,935
Negro	1,944

ILLITERATES.

	Census of 1892.	Census of 1896.
Total can not read	*32,593	†6,752
White	.....	2,033
Negro	.....	4,719
Total can not write	*40,811	10,152
White	.....	3,164
Negro	.....	6,988

*All counted between 6 and 21 years of age.
†Those counted between 10 and 21 years of age.

DEFECTIVE YOUTH.

	Census of 1892.	Census of 1896.
Deaf Mutes	130	105
White	....	61
Negro	....	44
Blind	42	41
White	....	17
Negro	....	24

AVERAGE LENGTH OF SCHOOL TERM IN DAYS.

	1892.	1893.	1894.	1895.	1896
Both Races	....	....	97	96	102
White	....	....	99	97	107
Negro	....	....	95	95	92

STATE CERTIFICATES HELD BY TEACHERS EMPLOYED.

	1892.	1893.	1894.	1895.	1896.
Both Races	544	472	2	7	10
Whites	507	439	2	7	10
Negroes	37	33	..	..	..

COUNTY FIRST GRADE CERTIFICATES HELD BY TEACHERS.

	1892.	1893.	1894.	1895.	1896.
Both Races	....	....	....	326	387
By Whites	....	....	....	308	345
By Negroes	....	....	....	18	42
By While Males	....	....	....	188	150
By White Females	....	....	....	120	195
By Negro Males	....	....	....	11	33
By Negro Females	....	....	....	7	9

COUNTY SECOND GRADE CERTIFICATES HELD BY TEACHERS.

	1892.	1893.	1894.	1895.	1896.
Both Races	....	....	....	1179	1370
By Whites	....	....	....	1021	1121

By Negroes	....	....	....	158	249
By White Males	....	....	....	333	378
By White Females	....	....	....	688	743
By Negro Males	....	....	....	91	130
By Negro Females	....	....	....	67	119

COUNTY THIRD GRADE CERTIFICATES HELD BY TEACHERS.

	1892.	1893.	1894.	1895.	1896.
Both Races	....	....	....	901	733
By Whites	....	....	....	524	445
By Negroes	....	....	....	377	288
By White Males	....	....	....	197	181
By White Females	....	....	....	327	264
By Negro Males	....	....	....	171	130
By Negro Females	....	....	....	206	158

COUNTY LEVY FOR SCHOOLS—MINIMUM 3 MILLS, MAXIMUM 5.

	1892.	1893.	1894.	1895.	1896.
Counties levying maximum	17	21	24	27	25
Counties levying over 4 mills	7	9	8	5	8
Counties levying 4 mills	8	8	10	9	9
Counties levying over 3 mills	6	3	..	1	3
Counties levying minimum	7	4	3	3	..
Total Counties	45	45	45	45	45

HIGHEST MONTHLY SALARY PAID TEACHERS.

	1892.	1893.	1894.	1895.	1896.
White Males	....	....	$187 50	$187 50	$187 50
White Females	....	....	100 00	100 00	100 00
Negro Males	....	....	111 11	111 00	80 00
Negro Females	....	....	50 00	50 00	50 00

AVERAGE MONTHLY SALARIES PAID TEACHERS.

	1892.	1893.	1894.	1895.	1896.
Including all Teachers	...	...	$34 50	$36 08	$35 44
White Males	...	...	36 50	43 41	40 52
White Females	...	...	34 00	34 84	33 53
Negro Males	...	...	30 50	31 97	31 15
Negro Females	...	...	28 50	27 80	27 64

SALARIES PAID TEACHERS OF NEGRO SCHOOLS.

	1892.	1893.	1894.	1895.	1896.
Total	$81,251.45	$91,600.92	$112,004.82	$94,815.59	$90,704.87

SCHOOL FUND

	1892.
From County Tax	$459,373 06
From One-Mill Apportionment	85,235 25
From Interest Apportionment	34,542 23
From Poll Taxes	53,496 00
From Fines and Forfeitures	6,063 53
From Back Taxes	.....
From Examination Fees	.....
From Non-Resident Pupils	.....
From Sub-District Taxes	.....
From Cash Balance on Hand	.....
From All Other Sources	.....
Totals	$638,710 07

*Receipts of 1893 omitted, the year was reduced to 9 funds not in when reports were made.

EXPENDITURES

	1892.
Salaries of Teachers	$423,133 99
Salaries of County Superintendents	26,965 58
Traveling Expense of County Superintendents	.....
Per Diem and Mileage of School Boards	8,925 15
Incidental Expenses of Supts. and Boards	.....
Commissions of Treasurers	.....
On Debts	.....
Interest on Indebtedness	.....
School Lots	.....
New Buildings	20,980 62
Repairs on Buildings	.....
Furniture and Apparatus	8,919 75
Insurance	.....
Rent	.....
Janitors	.....
Fuel and Incidentals	.....
Teachers Institutes and Summer Schools	.....
Teachers Examinations	.....
Free Text-Books	.....
County Line Pupils	.....
Unclassified Expenses	48,310 29
Totals	$537,235 38

RECEIPTS.

1894.	1895.	1896.
$402,344 32	$324,590 95	$443,981 37
100,874 20	89,793 20	90,510 45
35,305 97	35,275 90	37,452 60
43,623 00	46,062 00	39,218 00
9,906 60	4,529 75	384 46
15,099 35	18,071 50	12,923 42
2,343 67	2,903 00	2,313 71
....	857 65	455 35
.....	2,596 22	3,740 95
.....	80,252 39	60,244 65
130,980 55	65,258 34	41,701 04
$740,477 66	$670,190 90	$732,926 00

months by change in the beginning of the school year. All

FOR SCHOOLS.

1893.	1894.	1895.	1896.
$444,133 76	$503,367 49	$482,472 58	$474,514 22
*21,561 13	29,295 81	30,008 08	30,289 06
1,711 67	861 51	1,102 77	995 45
*6,364 13	7,998 35	7,985 98	6,881 11
5,261 52	4,355 00	5,011 03	4,036 98
7,959 91	8,717 11	7,963 22	9,051 45
.....	44,148 60	32,786 76	61,322 42
.....	6,610 12	7,446 29	7,765 19
.....	1,238 25	2,491 50	1,665 85
18,140 93	7,126 35	29,495 11	16,756 84
5,057 11	5,578 29	9,283 91	5,940 64
12,027 97	6,390 65	11,691 43	7,553 97
.....	1,027 60	1,100 75	1,489 95
.....	839 00	1,063 50	1,401 25
.....	2,717 55	2,983 75	3,129 50
.....	.....	3,432 26	3,733 35
1,044 70	1,524 26	3,494 50	3,757 28
.....	1,770 33	2,984 93	2,593 68
.....	.....	308 39	475 85
.....	.....	1,224 86	444 70
18,835 23	13,608 59	29,016 25	16,450 88
$542,098 06	$647,174 86	$673,347 85	$660,249 62

NUMBER AND KINDS OF SCHOOL BUILDINGS OWNED BY COUNTY BOARDS.

	*1892.	1894.	1896.
Brick	.....	7	13
Frame	.....	1,590	1,853
Log	.....	454	372
Totals	.....	2,051	2,238

*These items we report only biennially.

NUMBER OF SCHOOL BUILDINGS FURNISHED WITH PATENT DESKS.

1892.	1894.	1896.
.....	423	572

VALUE OF SCHOOL PROPERTY OWNED BY COUNTY BOARDS.

	1892.	1894.	1896.
Lots	.....	$85,215 56	$96,421 00
Buildings	*$533,386 10	383,807 00	424,433 00
Furniture, &c.	103,671 44	89,062 91	107,474 00
	$637,057 54	$558,085 47	$628,328 00

*Lots included. NOTE.—Apparent decline in values due to my restricting reports of property to that *owned* only by the County Boards and subject to their control.

VALUE OF NEGRO SCHOOL PROPERTY OWNED BY COUNTY BOARDS.

	1892.	1894.	1896.
Lots	.....	.....	$21,564 00
Buildings	.....	.....	71,560 00
Furniture and apparatus	.....	.....	16,978 00
Total			$110,102 00

NOTE.—Tables XVII and XIX on pages 366 and 370 will give all information desired respecting negro schools, except what proportion of the school tax the race pays.

THE NUMBER OF SCHOOLS.

It appears from the Comparative Statistics that there has been a small decrease in the number of schools during the past five years, a falling off of fifty-four from the number in 1894, which was the climacteric year on many counts. While that is true, it will be perceived that school privileges have not been abridged, as there has been a constant increase in the number of pupils enrolled and in daily attendance, the calamitous year of 1895 alone excepted.

The decrease in the number of schools is due to the three following causes: 1st. Some County Superintendents were in the habit of reporting schools which had been established but not taught the year reported, by investigating the reports filed in the office, it was found that by oversight, possibly, the number of schools as reported were often incorporated in the State Superintendent's report, whether taught or not. The present administration has been careful to exclude such schools and include in the report only the schools *actually taught.* 2d. Not being ambitious to multiply the number of small schools to swell reports, County Superintendents were advised and instructed to check the disposition of patrons to sub-divide country schools with the view of getting one nearer their doors and to keep safely within the three-mile law, which prohibits schools from being established nearer than three miles, unless for some local necessity. Where schools had been already thus established they were advised on principles of economy and good policy to redistrict and rebuild with a view of getting rid of as many such schools as practicable, thereby preventing unreasonable dissipation of the fund—all tending towards better salaries, better instruction and longer terms. One County Board reported a decrease of twelve schools on this account alone and congratulated itself that it had done well. So far from seeking to cast a glamour over the public vision through large counts, we are inclined to the other extreme and are disposed to combat the tendency to exaggeration in matters educational by always reporting the bare facts—be they favorable or unfavorable. This is the only safe rule; any other course never fails to injure the individual or the public, as ignorance of the true condition often prevents the efforts necessary to attain to better things. 3d. After the disaster of 1895, as already stated in the introduction, the financial condition of many counties caused the officers to be less zealous in seeking teachers to start schools not already

begun than had been formerly characteristic of them. Negro teachers being scarcer, it will be seen that the decrease was mostly in the schools for that race.

In all matters educational our motto is *quality* rather than *quantity*. It is better not to open a school than to run a poor one with an indifferent teacher, though it permits the counting of another school. It was stated in the State Superintendent's report in 1889, that our schools had multiplied to such an extent that one was within reach of every child in the State; the same is believed to be true at this time.

THE NUMBER OF TEACHERS.

The Comparative Statistics disclose an apparent decrease in the number of teachers employed. This is also largely due to a change in the system of reports. Our effort has been to arrive at the actual number of individual teachers in the State, excluding duplicates, or those who teach two or more schools, while heretofore, even in my own report for 1894, at least one teacher was counted for every school, though in many cases one had taught two or more of the four months' schools. Many County Superintendents acceded to my desire and reported only the number of individual teachers employed.

If the diminution is a fact and is confined to a certain grade of teachers and thereby leaves places to be filled by better teachers, it is one of the greatest blessings for the children of the State that will be recorded in this report. It is our candid opinion, that so long as the majority of schools continue for four months, that it would be the best possible condition of things for patrons, pupils and teachers, if there were many less teachers than schools, thereby enabling one teacher to fill two schools or more. The children would receive better instruction at the hands of more earnest teachers, devoting all of their time and thought to their profession. The teachers could be more professional, because always engaged in their profession and living by it. But the clamor of patrons to open schools at fixed dates drives School Boards to begin the schools whether a proper teacher can be secured or not, and the result is that many unfit persons play the role of teacher for a season to the everlasting detriment of the pupils, and soon drop out into something else more congenial to their tastes, and in which it is hoped that they do mankind less injury. While this is true, many persons fitted by nature, inclination and education for the high vocation, seek other means of livelihood, because the term of employment in their preferred avocation is too uncertain and too short to rely upon for subsistence. The operations then of this uncontrollable

desire of patrons to have their schools when others do is constantly depleting the profession of its best talent and causing a regular in-flow of crude, unfit and never desiring-to-be-professional teachers into the school room as instructors and character builders of our youth.

With these statements; it is hoped that it will not be thought that the school system is in a state of decline, because such an array of teachers is not marshalled as heretofore.

It is conceded by all in position to know, that the children of Florida were never so well taught as at present. By dividing the attendance of pupils by the number of individual teachers employed, it will be seen that there are only about 26 pupils to a teacher in the whole State. Many more could have been employed, had there been money to pay them. Many counties report a much larger number of teachers certificated than there were places to be filled. This report will disclose that many more hold certificates than received work, which will always be the case so long as the Third Grade Certificate is good for two years and is re-issuable indefinitely.

I am in possession of facts to show that there are 500 more certificate holders in the State than could secure such schools, as they would accept.

ENROLLMENT OF PUPILS.

With the exception of a small falling off in 1895, it will be seen that there has been a gradual increase in the number of pupils enrolled in the schools.

The number has now grown beyond 100,000. The percentage of school population enrolled, according to the latest report of U. S. Commissioner of Education Harris, counting both races, is a little over 3 per cent. less than the average for the United States, over 4 per cent. greater than the average for the South Atlantic States, in which Florida is classed, and more than 2 per cent. larger than the average for the South Central States.

Of course it is known that the weight of the negro reduces our rating in almost every important comparison, hence counting the whites alone, the percentage of school population enrolled in the public schools in this State is over 4 per cent. greater than the average for the United States, 3 per cent. larger than in the New England States, and but 1 per cent. below the North Central States, which leads all other sections. This fact demonstrates that the public schools are looked to do the work of education. And it is believed that they will not be relied upon in vain.

AVERAGE DAILY ATTENDANCE OF PUPILS.

The matter of the youth of the State entering the schools is of little value, unless they show appreciation by regular attendance. The fact is developed that the percentage of daily attendance as compared with the pupils enrolled has varied scarcely any in the past few years, and that white and negro pupils once enrolled attend school alike. The percentage of daily attendance is the same as the average for the United States; from 3 to 4 per cent. greater than the average in the South Atlantic and South Central States, the same as in the North Central States, and 2 per cent. less than in the New England and extreme Western States. In this respect Florida leads by many points nearly every Southern State, some by as many as 10 in 100 pupils enrolled. This demonstrates that if the State will establish the schools and put in them the right kind of teachers that the children will attend them.

AVERAGE NUMBER OF DAYS SCHOOLING GIVEN FOR EACH CHILD OF SCHOOL AGE.

This is a fact that has never been developed heretofore in any educational statistics of this State and is one that tells the true secret of the situation. It means counting the present school population and attendance, and the present length of school term, how many days schooling is averaged annually for every child of school age growing into citizenship. The facts show that, counting both races, only 44 days schooling a year would be the average if every child received its proportion. Counting whites alone, the number rises to 52 days, and is lowered to 33 when only the negroes are considered. The showing for this State is nearly four days greater than the average for either the South Atlantic or South Central States, it doubles some of the Southern States, but is a little more than one half the average number of days schooling given for each child in the North Atlantic, North Central and Western States. It compares with Massachusetts as 44 to 103, or counting whites alone, as 52 to 103. This fact seems to say that the masses of the people in Florida are to be only one-half as intelligent as our fellow citizens in some other States. There is but one way to avoid the result, and that is to take steps to increase the length of the school term; provided intelligence in the masses is considered desirable and thought to tend to multiply a State's wealth and influence.

Facts are stubborn things and he who expects that they will in some mysterious way not operate in his case is not wise. The argument is urged that Massachussetts and other

States are much richer than Florida and can afford longer school terms. It is true the average expenditure per capita of inhabitant for public education is $4.31 in Massachusetts, $3.33 for all New England, $3.19 for the North Central States, $3.61 for the Western States and its payment is possibly less felt than the $1.42 per capita paid for education in our own State, but there seems to be no excuse when the fact is recited that the millage, based on the actual valuation of property, paid for education in these States is greater than is paid by the tax-payers of Florida. This weighted with the greater necessity for liberal school taxation to put our schools on a successful basis, seems to say that we are not as enthusiastic in the matter of public education.

These facts are given and the argument deduced for the benefit of those who are charged with the duty of providing for the sustenance of the public schools. It is hoped that they will fall upon the eyes of patriotic Floridians, who would like to see the future Florida rank in all points of excellence with any State in the Union, and who know that intelligence is the foundation upon which her prosperity must rest. It is brains rather than dollars which puts in motion the influences that builds the greatness of a people.

It is admitted that there have been times in the world's history when the dollar seemed to be almighty, but the time has always rolled around when intellect has demonstrated its superiority over wealth.

THE SCHOOL CENSUS.

In accordance with the requirements of law the census of school population was taken the first of June in 1896. Every possible precaution was exercised in the preparation of blanks and through circulars of instruction to insure as correct a census as it is possible to obtain under the present law. The operations of the law demonstrates the truth in the old saying, "Too many cooks spoil the broth." It is impossible to secure a perfectly reliable enrollment of the educable youth of the State when the work is parcelled out among an army of Supervisors, some of them too illiterate to do the work or to realize the importance of it.

It is sincerely hoped that the Legislature will change the law before another enrollment is to be made, and put the duty upon the County Superintendent, one responsible head. It admits of no argument that a few intelligent agents of that officer, or he himself, would do the work in a way to elicit more confidence in the result, than where so many are charged with the responsibility.

Since the organization of the public-school system, not a single State Superintendent under whom a school census has been taken, has failed to recommend that this duty be placed upon the County Superintendent, and that he be paid a sufficient amount to do the work so that it be worth the doing.

I make free to say that, in my opinion, the last is the most perfect enrollment yet made, but the report from some counties is evidently erroneous.

Pages 337 to 341, inclusive, contain the tabulation of this census.

The advancement in education of the youth of the State was made one of its features, and it is gratifying to note that of the 152,598 listed, only 6,752, between the ages of 16 and 21, are unable to read. It would not be fair to count those under 10 as illiterates, as there are from eleven to fifteen whole years in which they may improve the opportunity of obtaining an education. It is doubtless true that a large per cent. of those reported as illiterates will enjoy some school privileges before they reach their majority. This is a far better showing than was made by the census of 1892, when illiteracy was rated from 6 to 21 years of age, and 32,593 were returned as unable to read and, 40,811 as unable to write. Every effort was made to obtain the name and address of every unfortunate blind and deaf-mute in the State, and steps will be taken to place the indigent of this class in the Institute at St. Augustine as early as possible.

For further facts in relation to the census you are referred to the Census Tables.

AVERAGE LENGTH OF SCHOOL TERM.

There has been an appreciable increase in the average length of the school term, though it be only six days for the whole State, yet this is encouraging considering the reduction in taxable values, and in the aggregate amount of school funds collected for the past two years.

By reference to the table on page 354, you will observe that there is a wide difference in the length of the average school term in the several counties—the longest for both races being 157 days, while the lowest is 72 days, eight short of the legal requirement. One remarkable feature is developed, and that is, in several counties the average length of term given to the negro schools is longer than that given to the whites, while in other counties the disparity is entirely too great in the other direction.

It is confidently hoped and believed that with returning prosperity the school term will be lengthened in many counties; it must be in all, if the public schools perform the service for the State which is expected and for which they are maintained.

I think the time has arrived when the abolishment of the maximum limit to the County School levy is in order, and I believe the people would vote it out of the Constitution, if given an opportunity by the Legislature.

STATE CERTIFICATES.

It will be seen from the Comparative Statistics that State certificates for some cause are not sought as eagerly as when they were granted upon recommendation. Of the 644 issued prior to January 1st, 1893, 561 were still in full force when the law took effect annulling them January 1st, 1894. The holders of 472 of these certificates were employed in the public schools during the school year closing June 30, 1893. There is no data on file showing how many were actually employed when their life terminated by statute. About 30 in all have undertaken the examination for this grade of certificate since the new law went into effect January 1, 1894. There are several incompleted examinations on file, few persons desire to finish the examination at one time. There have been only 12 persons that have obtained these certificates, of which number 10 were employed in public school work for the year 1896.

The following is the list of holders of this certificate:

Dr. W. F. Yocum, J. S. Tomlin, deceased; Tom. F. McBeath, W. S. Cawthon, J. M. Guilliams, T. M. Rivers, I. I. Himes, Luther C. Ray, Miss Julia Humphries, Miss Almena Leitner, S. D. Cawthon, Rev. F. Pasco.

SPECIAL LIFE CERTIFICATES.

Section 9 of Chapter 4192, Session Laws of 1893, authorized the State Superintendent to grant Special Life Certificates to eminently successful Kindergarten or Primary teachers, good only in the primary departments of graded schools. It was desired to relieve that class of teachers from the regular examination, and to encourage teachers to commit themselves especially to that grade of work. But the amendments to this Chapter by the Legislature of 1895, struck out the provisions for this certificate, so none have since been issued.

The amended law was construed as not cancelling the certificates already issued, hence 21 of them have been recognized as still in force.

It would be well for the Legislature to restore this grade of certificate, as there are many teachers who would like to commit themselves to this special line of work, which is a profession within itself, but who can not well do so, if required to keep posted for the examination in higher grade work. If this certificate is restored, it is hoped that it will be made issuable only upon examination, like the State Certificate, on primary work and methods. My experience gives me perfect abhorrence for any certificate authorizing a person to teach issued upon recommendation, or because the allotted time has been spent at some school, even though it be called a Normal College. Ninety per cent. of the possessors of the perpetual right to teach are among the non-progressive drones in the profession. The following are the names of the holders of the Special Life Certificates granted under the law of 1893:

Mrs. Allie A. Washington, Miss Mary H. Hatter, Miss Mary F. Shepard, Miss Myrtle McCreery, Mrs. Ida F. Hamm, Mrs. Lucy A. Jeffries, Mrs. Eila Bogart, Miss Lou P. Briggs, Miss Beulah Budwig, Miss Ella Ford, Miss Henrietta Chaires, Mrs. E. J. Wilson, Miss Fannie Henderson, Miss Nannie Wentworth, Mrs. Helen T. Mitchell, Mrs. A. W. McReynolds, Miss Fannie Clark, Miss Hattie G. Spiro, Miss A. C. Russell, Mrs. M. A. Trafton, Mrs. Ida Roberts.

TEACHERS CERTIFICATES AND THE EXAMINATION LAW.

Of the upwards of 2,500 teachers engaged in public school work for the year 1896, it will be seen that 387 held the County First Grade Certificate; 1,370 the Second Grade and 733 the Third Grade. This is an increase of 252 for the two higher grades over the year previous, while there was a proportionate decrease in the lower grade. This result is directly creditable to the influence of the examination law and to the work being done in the Summer Schools for teachers.

The success of the Summer Schools is also due in a great measure to the existence of that law.

I still regard it as a great calamity to the progress of educational advancement that the law should have been emasculated of its most progressive feature by the last Legislature. The clamor of a few selfish persons, not interested and live enough themselves to progress in their profession, but selfish enough to clog the school system to prevents its advancing beyond their reach, was construed as adverse public sentiment to the examination law, and the result was the growth of public education was greatly retarded by the one little act of making Third Grade Certificates re-issuable indefinitely and prolong-

ing the life of that certificate to two years instead of retaining it at one. The State simply took back a very advanced step it had made, in undoing what several States, it would be wise to pattern after, had just decided must be done. The challenge is thrown out to anyone to cite a State in the Union, classed as among those leading in matters educational, where the lowest grade teacher's certificate is made good for two years and re-issuable indefinitely. Neither the people, the *bona fide* teachers, nor did the school officers of the State demand any such work of emasculation, and it does seem that the interest, experience and knowledge of the two latter, at least, should have prevailed rather than the wishes of a very few designing or personally interested individuals. It is hoped that the Legislature will yet limit to two or three the number of Third Grade Certificates issuable to the same person and make them good for only one year after examination. The Second Grade Certificate should be good for only two years and re-issuable for not exceeding three times. This accomplished, and there will be seen again a thousand studious teachers in Summer Schools seeking to prepare themselves for more professional and for a better grade of work.

It does appear that it would be a wise policy for legislators to give due consideration to the suggestions and conclusions reached in their deliberations by the many conventions of teachers, Superintendents and of others engaged in school work, and expending all their time and thought in determining what would be best for the cause of education, rather than to follow the lead of those who know little of the work by experience and whose time is occupied in other fields of thought.

The teachers of two largely attended State associations, one convention of teachers selected for the consideration of the subject, and 90 per cent. of the school officers of the State had endorsed the examination law of 1893 with the three slight amendments recommended to the last Legislature, yet the law was stripped of its best feature, and a large per cent. of the teachers were told that they shall continue to teach whether their interest in the profession is sufficient to make any advancement therein or not.

Now, if the schools are to be run in the interest of the children, it is hoped that these features will yet be restored to the statutes on that subject.

OPPOSITION TO THE UNIFORM EXAMINATION LAW GONE.

It is admitted that opposition to the Uniform Examination

Law was at first very bitter and from the very sources from which it was expected that it would come.

This was no surprise to those at all acquainted with school history, wherein it is recorded that every progressive idea for ages has had to be battled for against the *hosts of fixed routine*, men have been anathematized and their philosophy discarded, who were later worshiped as great reformers and their dogmas accepted as of divine origin.

To become an educational reformer, it has required a hero in every age, nothing less can withstand the conceited criticism of a class of narrow minded imitators found in the ranks of teachers. The tendency of the profession in the past was to develop that state of things, there was but little conference among teachers, scarcely any professional reading, each teacher was more or less an imitator of the one who taught him, and what he failed in knowing he must profess to know, right or wrong his tenets must be accepted in his little kingdom where no one dared to dispute his authority or question his wisdom, is it surprising then that under a system of education without supervision that the tendency of teachers was to beget narrowness and bigotry?

In this latter statement, I speak, both from experience as a teacher and from observation, so this is partly confession.

After witnessing the practical operations of the law, I believe I am safe in saying, that the law is now almost universally approved and few hesitate to pronounce it the best movement yet made for the advancement of the public schools. If any one questions this statement, let him read the reports of County Superintendents recorded in Part V of this report. It would be dangerous for any one to charge that these County Superintendents could be tutored what to say on this subject.

THE UNIFORM EXAMINATION QUESTIONS.

The questions sent out by the State Superintendent for use in the Uniform Examinations have in the main given satisfaction to that class of educators whose opinions are worth anything on the subject. Of course, we never expect to cease hearing of "catch questions" until there ceases to be a pedagogue left for examination.

The gift of knowing exactly what to ask in an examination question is one that few persons possess. I do not claim to have pre-empted it, but I have done the best I could in this line, with the other multitudinous duties pressing upon me.

As suggested in my report of 1894, I would be glad that the Legislature provide for the appointment of a commission of two or more persons to assist me in that work; the cost need not be but a trifle, and, while being a great relief in the responsibility placed upon me, it would be more likely to blunt the point of malice that usually incites the criticisms on the questions submitted.

One man will criticise the questions because he was not complimented by being asked to prepare a set of them on some subject, another because he was not able to answer them. It has always been my belief that there was more political design than real fault in or real objection to the questions submitted in September, 1895. While I do not seek to shift responsibility for any error made, for the duty is placed upon me, and I have the right to reject any question submitted, nevertheless it was fortunate for me that the questions were not prepared by myself.

My time being very much occupied with the Summer Training Schools for teachers then in operation, ten instructors in those Summer Schools, each holding responsible educational positions in the State and then daily in contact with and teaching a fair representation of the different grades of teachers for whom the examination questions were designed, were asked to keep their own counsel and to prepare a set of questions on one subject, this each did faithfully, leaving me questions to prepare on but two or three subjects.

The furor raised over these questions is well-known to you, as well as to every other reader of any newspaper in the State. I thought so at the time, and think so still, that the examination questions were very fair and very good, with the possible exception that one example in arithmetic might have been omitted.

I may be wrong in surmising that it was a concerted political movement against the supposed author of those questions, at least, the fury subsided very quickly when some one let out the secret that the President of the State Normal School prepared the questions on arithmetic, and that one each of the other papers had been prepared by distinguished teachers of the State. When the fact is remembered that candidates for the Third Grade Certificate had to answer correctly only four of those questions to obtain the right to teach; those seeking Second Grade Certificates only five; First Grade only six, I repeat, I could not see the foundation for adverse criticism heaped upon the State Superintendent on account of those questions.

As evidence of my faith in the fairness of those questions, in order that the just and intelligent portion of the public may know exactly what they were and award me justice in relation thereto, they are the very set of questions that I have selected and placed first in the samples of examination questions published on the following pages.

Now follow one complete set each of the questions used in the county examinations of 1895 and 1896, and one set used in the examinations for State Certificates during the past two years.

QUESTIONS USED IN THE STATE UNIFORM EXAMINATIONS, SEPTEMBER 3, 1895.*

FOR SECOND AND THIRD GRADE CERTIFICATES.

Examinees making an average of 60 per cent. on the nine subjects, with the grade on no subject below 40 per cent. were awarded Third Grade Certificates good for two years.

Those making an average of 75 per cent, with no minimum grade below 50 per cent., were awarded certificates good for three years.

*These questions are selected for publication, because they created such a furor at the time on account of their rigidity, especially the arithmetic.

The watchword of the true teacher is: "Always Upward and Onward."

REGULATIONS.

1. Examinees are required to provide themselves with pens, ink and cap-paper, and to write all examinations in ink.
2. No books, note-books, or anything likely to contain or give information on any subject, should be allowed in the room, or in the possession of any examinee
3. All answers must be numbered and lettered to correspond with questions. The pages on the same subject should be fastened together.
4. No communication between examinees should be allowed, nor should any be allowed to work only in the presence of the examiner and other examinees —absence over ten minutes, for any cause, during the preparation of any paper, is sufficient to vitiate the examination on that subject.
5. Examinees should be seated so as to render it impossible for one to copy another's work. The grading committee will be authorized to throw out papers found to be exact copies of each other.
6. The subjects must be taken up in the following order :

First Day, —— a. m.—Orthography, Reading, Arithmetic.
First Day, —— p. m.—English Grammar, Composition.
Second Day, — — a. m --History, Geography.
Second Day, —— p. m.—Physiology, Theory and Practice.
Third Day.—Algebra, Physical Geography, Civil Government.

ORTHOGRAPHY.

1. Define letter, syllable, word, root, affix, and give an example of each.
2. Indicate by the use of the proper diacritical marks the pronunciation of the following words: cage, has, ink, cent, her.
3. Syllabicate and accentuate the following words: preferable, mischievous, deficit, irreparable, dolorous.
4. Give the meaning of each of the following prefixes, and illustrate by defining a word formed with each: un, pre, se, syn, meta.
5. Define homonym. Write and define each of the following, and one or more homonyms for each: ascent, council, rain, metal.
6. Define synonym. Illustrate the correct use of each of the following, and one synonym for each: danger, genius, poverty, protect.

7. Separate the following words into root and affix, give the original meaning of the root, and show its relation to the given word: submit, coincidence, intention, conspiracy.

8. To certain roots join the proper prefixes or suffixes in order to form derivatives signifying: (a) to go before; (b) to lead forth; (c) to make worthy; (d) to send away; (e) written by hand.

9. To the words *busy, traffic, conceal, fury, trace*, join the suffixes ly, ing, ed, ous, able, respectively, and give the rule for spelling the derivatives thus formed.

10. Correct the spelling of the following: scizers, dizolve, fude, tung, ofis, diferance, simetry, cappilary, seperible, descission.

READING.

1. (a) What is reading? (b) Define articulation. (c) Give an error in articulation. (a) 5, (b) 3, (c) 2.

2. (a) What is emphasis? (b) Mention three ways of using it. (a) 4, (b) 2 each.

3. (a) Is there a difference in *quantity of tone* and *pitch of voice* in reading? (b) Explain your answer. (a) 5, (b) 5.

4. What drills do you give pupils as to: (a) Position of body? (b) Holding of book? (c) Breathing? (d) Gesture? (e) Facial expression? 2 each.

5. How would you conduct a reading lesson in a large class, looking to (a) Correcting errors? (b) Naturalness? (c) Mastery? (a) 4, (b) 4, (c) 2.

6-10. Read an extract of ten lines each of prose and poetry for your examiner.

(Examiner will grade from 0 to 25 each extract read and deliver same to the Grading Committee to be added by them to the grading of the questions above.)

ARITHMETIC.

1. (a) Resolve 230299 into prime factors. (b) Write four multiples of 24. (c) Given the sum and difference of two numbers, how find the numbers? (d) Write 538000 by Roman notation. (a) 2, (b) 2, (c) 4, (d) 2.

2. $876+94\times16-(\overline{72\times19}\div9+\overline{9\times144}\div8-175)=?$ 5.

3. (a) At $6.45 per C., how many shingles can be bought for $47.73? (b) At $7.50 per ton, how many bales of hay, weighing 50 lbs. each, can be bought for $90? (a) 5, (b) 5.

4. A roll of paper 8 yards long, 18 in. wide, costs $0.85. What will it cost to paper the walls and ceiling of a room 20 ft. x 16 ft. x 10 ft., no allowance being made for openings, and the cost of labor being $0.37½ per square? 10.

5. A farmer sells through his agent a consignment of cotton at 2½ per cent. commission, and increasing the proceeds by $1,508, instructs his agent to invest the amount less the commission, in flour and sell immediately. This the agent does, but before the sale could be effected, flour declines 10 per cent., in consequence of which the farmer sustains a loss of $677.90. If the agent's commission for buying be 4 per cent., and for selling 3 per cent., how many bales of cotton, 400 lbs. each, did he sell, cotton being worth 5 cents? 20.

6. Jones sold a horse to Brown for 233⅓ per cent. of his cost, or $600 above cost. Brown sold him to Davis at a loss of 33⅓ per cent. (a) What did Jones give for the horse? (b) What did Brown get for him? (a) 5, (b) 5.

7. Mr. B. of DeFuniak Springs makes a negotiable note for $250 in favor of Mr. C. bearing interest from date at 8 per cent., payable in 90 days. Date of note September 10, 1895. C. has the note discounted October 17 at 10 per cent. (a) Write the note. (b) Find time it falls due. (c) Find time it has to run. (d) Find proceeds.
(a) (b) (c) 2 each, (d) 4.

8. What is the difference between the *true* and the *Bank* discount on $250 for one year, 4 months and 21 days? 5.

9. A cubical block of granite contains 41063625 cubic inches; (a) Find radius of inscribed sphere; (b) Radius of circumscribed sphere.
(a) 5, (b) 5.

10. A cylinder 10 feet long and 5 feet in diameter has been cut into the largest possible cone. How much was cut, or what part of the cylinder was cut away? 10.

ENGLISH GRAMMAR.

1. (a) What are the three ways of distinguishing the masculine and feminine genders? (b) Give examples.

2. Give the feminine genders of the following: earl, friar, hart, sire, sloven, stag, swain, don, czar and marquis.

3. Write the plurals of the following: Ottoman, alderman, court-martial, mouthful, nebula, focus, hypothesis, goodness, trout, elf, it, aid-de-camp, billet-doux, porte-monnaie, staff, Nero, n, Dr., Mr. Jones and chimney.

4. Compare the following adjectives: bad, little, far, fore, lazy, ill, goodnatured, evil, old, and late.

5. (a) Classify verbs with respect to meaning. (b) Form. (c) Give five examples of each.

6. Give synopsis of the verb *have* with *she*, in all moods, in both active and passive voices.

7. Give a complete classification of the noun and pronoun.

8. (a) In what ways may a noun be in the absolute case? (b) Illustrate each.

9. Diagram and analyze this sentence:

The clouds which rise with thunder, slake
Our thirsty souls with rain;
The blow most dreaded fails to break
From off our limbs a chain. —*Whittier.*

10. Parse in full: which, slake, our, rain, dreaded, fails, break, from, limbs, and chain.

COMPOSITION.

1. (a) What is the use of the paragraph in composition? (b) Illustrate. 5 each.

2. (a) Name the different parts of a letter. (b) How should each be punctuated? 5 each.

3. (a) What is meant by *outlining a subject?* (b) Make an outline of the following subject: A Day on the Gulf. (a) 4, (b) 6.

4. (a) Name five figures of speech. (b) Illustrate each with a short sentence. (a) 5, (b) 1 each.

5. (a) How would you rank letter writing in importance among the various forms of composition? (b) At what stage of the pupil's education would you teach letter writing? 5 each.

6–7. Write a short letter to a County Superintendent applying for a school. State your age, experience in teaching, educational advantages, your late reading on teaching as a science, salary you ex-

pect, and name two persons as references as to your character, and success as a teacher. Be careful about the beginning and closing of your letter. 20.

8-10. Outline your subject with not less than five heads and write an essay of not less than 100 and not over 200 words on one of the following subjects:

(a) Necessity of Summer Schools for Teachers.

(b) Uniform Examinations.

(c) The Comparative Educational Value of English Grammar and Arithmetic.

(d) Duties of a Teacher the First Day of School. 30.

NOTE.—Punctuation, capitalization, spelling, paragraphing, style and subject matter each to be considered in grading the last question.

UNITED STATES HISTORY.

1. (a) What portions of America were claimed by the English, Dutch, French, and Spanish, and upon what did each base its claim to such territory? (b) Give name and date of the first settlement by each.

2. Give a brief account of: (a) Champlain's voyages and discoveries; (b) Hernando DeSoto's explorations.

3. (a) Group the colonies according to the kind of government under which they were ruled. (b) Show the differences between these forms of government.

4. (a) State the causes which led to the French and Indian War. (b) Give the names and dates of three important battles of this war.

5. (a) Name three oppressive measures enforced by the British government that were opposed by the colonists. (a) When and where did the First Continental Congress meet, and what resolutions did it adopt?

6. (a) Describe briefly two important battles of the Revolution. (b) What two generals, either from jealousy or revenge, opposed Washington, and how did they bring ruin and disgrace upon themselves?

7. Speak of the Louisiana purchase: (a) Negotiations for its purchase. (b) Extent of territory and price paid. (c) States and territories formed from this territory. (d) The State first admitted from this territory, and when? (e) The State last admitted from this territory, and when?

8. Give names and dates of the following: (a) Two important battles in the war of 1812. (b) One important battle in the war with Mexico. (c) Two important battles in the Civil War.

9. (a) What presidents have died in office? When? and who succeeded each? (b) In whose administration, and at what date were the following measures passed: (1) The Omnibus Bill? The first High Protective Tariff? (3) The Sub-Treasury Bill? (4) The Civil Service Reform Bill?

10. (a) Name three leading statesmen of the present Democratic party, and three of the Republican party. (b) What two important "bills" were passed by the last Congress? (c) What changes have taken place in the cabinet of President Cleveland?

GEOGRAPHY.

1. Name and explain all the imaginary lines and cirles used in mathematical geography.

2. (a) Name all the zones and give the boundaries of each. (b) Give the width of each in common miles.

3. Show how the physical features largely determine the industries of any county.

4. Name the South American States and the capital of each.

5. Describe Cuba: (a) Its size in square miles. (b) Physical features. (c) Products. (d) Races and character of people. (e) Present government.

6. What advantages would accrue to the United States from the Panama Canal?

7. Name four prominent river systems of the United States.

8. Tell of the German Empire: (a) Number of States comprising it. (b) Name four largest. (c) How is each governed. (d) Describe its legislative bodies.

9. Draw an outline map of Florida and locate its river systems, and ten chief cities.

10. Draw a township, number its sections, sub-divide its 20th section into quarter-quarters, and its SE¼ of the NE¼ into quarter-quarter-quarters and make a cross in the SE¼ of SE¼ of SE¼.

PHYSIOLOGY.

1. Define: (a) Physiology; (b) Anatomy; (c) Hygiene.

2. (a) What is a gland? (b) Describe three of the largest in the human body.

3. What will be the physiological effect of bathing and rubbing after violent exercise?.

4. Tell why rapid eating is injurious to the health.

5. Define: (a) Systole; (b) Diastole; (c) Lymp; (d) Lacteals; (e) Pulse.

6. Name the organs, and explain respiration.

7. Name the organs, and explain the whole process of digestion.

8. Explain the office of the eustachian tube.

9. (a) What do the convolutions of the brain indicate? (b) What is the "arbor-vitæ"?

40. Explain the effects of Alcohol and Tobacco: (a) Upon the brain; (b) The blood; (c) The nerves; (d) The heart; (e) The stomach.

THEORY AND PRACTICE OF TEACHING.

1. Define percept, sense concept, imagination, idea, reason.

2. What is a general concept? How is it formed? What is the relation between general concepts and words?

3. Name five prominent educators, and mention an educational work written by each of them.

4. What is the value of a school program? What are the three things of greatest importance to be considered in making a school program?

5. Give five of the most important qualifications of a teacher.

6. State the substance of some article on a educational topic that you have read in a school journal within the last three months. What school journals do you take and read regularly? Name some valuable pedagogical works that you possess.

7. State the advantages and disadvantages (a) of the question and answer method of conducting a recitation; (b) of the topic method of conducting a recitation.

8. What faculties of the mind are most active in the six-year-old child? What use should the primary teacher make of this knowledge?

9. What is meant by each of the following educational maxims:

(a) The concrete before the abstract? (b) Ideas before words? (c) From the known to the related unknown?

10. What special preparations for opening school should a teacher make the week before school opens?

FOR FIRST GRADE COUNTY CERTIFICATES.

Applicants for this certificate were examined on the preceding nine sets of questions with the three following, and were required to make an average grade of 80 per cent. with the grade on no subject below 60 per cent. To the successful examinees certificates were issued for a term of four years.

CIVIL GOVERNMENT.

1. Discuss the value of civil government as a public school study. 10.

2. (a) Define government. (b) Show why government is necessary. (c) Name and define the principal forms of government. (a) 3, (b) 3, (c) 4.

3. (a) Give a summary of the nature and duties of citizenship. (b) What are the duties of government toward its citivens? (a) 5, (b) 5.

4. (a) Explain the nature of a Constitution. (b) Give a brief account of the formation and adoption of the Constitution of the United States. (a) 5, (b) 5.

5. What are the functions of government, and to what divisions of power do they give rise? 10.

6. (a) Define impeachment. (b) Describe the method of conducting impeachment proceedings in the case of a President of the United States. (a) 4, (b) 6.

7. State the qualifications, powers and duties of the governor of Florida. 10.

8. Name by title the officers who constitute the governor's cabinet, and define the duties of each. 10.

9. Tell what you can of the origin and growth of the public school system in Florida. 10.

10. (a) Explain how the Constitution of Florida may be amended. (b) Give the substance of two amendments which were adopted in 1894. (a) 5, (b) 5.

ALGEBRA.

1. What difference between (a) Arithmetic and Algebra? (b) Theorem and Problem? 5 each.

2. Define (a) Identical equation; (b) Quadratic equation; (c) Root of an equation; (d) Logarithm; (e) Coefficient. 2 each.

3. Divide $\frac{2x+y}{x+y}+\frac{2y-x}{x-y}$ by $\frac{x^2+y^2}{x^2-y^2}$ 10.

4. (a) I have two hours to spare; how far may I ride on the street car at the rate of 6 miles an hour, if I walk back at the rate of 2 miles an hour. (b) Demonstrate $a^0=1$. 5 each.

5. Explain the three methods of elimination with the following simultaneous equations:

$$2x+3y=18$$
$$3x-2y=1$$

10.

6. Find two numbers whose sum multiplied by the greater is 120. and whose difference multiplied by the less is 16. 10.

7. A and B together had $9.800. A lost $\frac{1}{8}$ of his and B $\frac{1}{8}$ of his. Now they have equal sums: what have they each? 10.

8. Divide 100 into two such parts that the sum of their square roots shall be 14. 10.

9. Find the equation whose two roots are 5 and 2. (b) Insert two geometrical means between 24 and 192. 5 each.

10. A and B run a mile. First A gives B a start of 44 yards, and beats him by 51 seconds: then A gives B a start of 1 min. 15 secs. and is beaten by 88 yards. In what time can each run a mile? 10.

PHYSICAL GEOGRAPHY.

1. Account for *mountains.*

2. Account for *earthquakes.*

3. Name two regions of *scanty rainfall* in the New World, and three in the Old World.

4. Explain the cause of the deficiency of rain in each of the above cases.

5. Explain the *wet* and *dry* seasons of the Orinoco valley.

6. Explain the *monsoons* of the Indian Ocean.

7. Why is the *winter climate* of the State of Washington milder than that of Maine?

8. Why should Congress and the State Legislatures take measures to prevent the destruction of forests, and to encourage the planting of trees?

9. Explain the formation of *deltas,* and name three of the most noted.

10. Name and locate several *types* of the human race.

QUESTIONS USED IN THE STATE UNIFORM EXAMINATIONS, JUNE 2, 1896.

FOR SECOND AND THIRD GRADE COUNTY CERTIFICATES.

The examinees making an average grade of 60 per cent., with the grade in no branch below 40 per cent., were issued THIRD GRADE CERTIFICATES, good for two years; those making an average of 75 per cent., with the grade in no branch below 50 per cent., were issued SECOND GRADE CERTIFICATES, good for three years. The examination embracing ten subjects.

He who would curry favor by lowering the standard of teachers is an enemy of the children of the State.

REGULATIONS.

1. Examinees are required to provide themselves with pens, ink and cap-paper, and to write all examinations in ink.
2. All applicants shall begin a given subject at the same time, and no recess shall be taken until the subject is completed.
3. No books, note-books, or anything likely to furnish information on any subject shall be allowed in the possession of any examinee.
4. All answers must be numbered or lettered to correspond with questions. The pages on the same subject should be fastened together.
5. No communication between examinees shall be allowed, nor shall any be allowed to work only in the presence of the examiner and other examinees—absence of over ten minutes, during the preparation of any paper, is sufficient to vitiate the examination on that subject.
6. Examinees shall be seated so as to render it impossible for one to copy another's work. The Grading Committee is authorized to throw out papers found to be exact copies of another.
7. If, in any case, the County Superintendent has not been supplied with a sufficient number of examination questions, he may write the questions upon the blackboard.
8. The topics must be taken up in the following order in the examination of both whites and blacks; Orthography, Reading, Arithmetic, English Grammar, Composition, History, Geography, Physiology, Theory and Practice, Algebra, Physical Geography, Civil Government.

ORTHOGRAPHY.

1. Define *letter, syllable, alphabet, spelling, orthography.* 2 *credits* each.

2. Define *synonym, homonym, paronym, primitive word, derivative word.* Give examples illustrating each definition. 2 *credits* each.

3. Use the following prefixes and give meaning of the word: *ex, re. ob, sub, pro.* 2 *credits* each.

4. Correct the spelling of the following words, if incorrect: *Valliant, insence, surely, dogmattical, irassable, exhaust, loser, hygene, Connecticut, predjudice.* 1 *credit* each.

5. Syllabify, mark accent, and give diacritical markings of the following words: *genuine, gratis, inquiry, lapel, mirage.* 2 each.

6. Write the following words in a column and opposite each write a synonomous word: *cheerful, clamorous, defective, edifice, enormous.* 2 *credits* each.

7. Give the rule for spelling the second of each of the following pairs of words: *bog, boggy; note, noting; begin, beginner; victory, victorious; daisy, daisies; change, changeable; shoe, shoeing; hate, hateful; prefer, preference; singe, singeing.* 2 *credits* each.

8. Write homonyms of the following words: *need, lock, step, seal, seed, pique, ere, meddle, counsel, stationary.* 1 *credit* each.

9-10. Spell correctly the following: *vishus, dominoze, lettis, benefitted, sedishus, gageable, atturny, boka, sheckel, bilyus, chizzle, wevil, lackrimal, mortis, korpusel, kristalize, battalyun, rubarb, sudonim, bizness.* ½ *credit* each.

READING.

1. Describe in full the *word method;* the *phonic method.* Name what you consider the qualities of good reading. 10 *credits.*

2. Define *pitch, force, movement, emphasis, inflection.* 2 *credits* each.

3. Give general directions for position and management of body in reading or speaking. Show how lessons in reading may be made to serve as exercises in literature and cultivate a literary taste. 5 *credits* each.

4. What other subjects are taught incidentally in connection with the teaching of reading? 10 *credits.*

5. Give three general directions for reading poetry, and state some errors to be avoided. 10 *credits.*

6–8. Read a paragraph of prose. 25 *credits.*

8-10. Read an extract of poetry. 25 *credits.*

[The examiner will grade on the examinee's paper the last two questions for the use of the Grading Committee in grading this subject.]

ARITHMETIC.

☞Mere answers can not be accepted: solutions must be written out and all work connected by proper signs. The work may be abridged by cancellation.

1. Express by Arabic notation twenty billion, nineteen thousand, nineteen (one number); by Roman notation six hundred five thousand (one number); express in figures MDL; in words 625.625. 2½ *credits* each.

2. Divide the least common multiple of 7, 42, 6, 9, 10, 630, by the greatest common divisor of 110, 140, 680. 10 *credits.*

3. A had his money in three pockets, in the first $\frac{1}{4}$, in the second $\frac{1}{5}$, in the third \$85 more than $\frac{1}{8}$ of the whole; he invested \$75$\frac{1}{4}$ in a horse, \$65$\frac{1}{6}$ in a cow, \$18$\frac{2}{3}$ in a buggy, the remainder in sheep at \$2$\frac{1}{48}$ a head. How many sheep did he buy? [Don't convert into decimals]. 10 *credits.*

4. Add $\frac{7}{125}$ expressed decimally to 600 and twenty-five ten-thousandths; diminish the sum by $596\frac{117}{1000}$ expressed decimally; multiply the remainder by six and 34 thousandths; divide the product by six thousand thirty-four ten thousandths, and what is the result? 10 *credits.*

5. Divide 375 by .75; .75 by 375; find the product of their quotients and express the answer in words. 10 *credits.*

6. Find the interest on \$1,297.60 for 2 yrs. 11 mo. 18 da. at 7 per cent. 10 *credits.*

7. Received $33.25 interest on a sum of money loaned 5 years previous at 7 per cent. What was the sum lent? 10 *credits.*

8. A owes $321, payable in one year. What is the present worth of the debt, money being worth 7 per cent. 10 *credits.*

9. What sum of money will produce $300 in 8 months, if $800 produce $70 in 15 months? Solve according to the rule for compound proportion. 10 *credits.*

10. A commission merchant sold a consignment of flour at two per cent. commission and invested the net proceeds in bacon at five per cent. commission. What did he receive for the flour and pay for the bacon, if his total commission amounted to $150? 10 *credits.*

ENGLISH GRAMMAR.

1. Name eight parts of speech. Which parts of speech have inflection? 5 *credits* each.

2. Decline *which, thou, man-servant.* 10 *credits.*

3. Compare *good, polite ill, much. handsome.* 2 *credits* each.

4. Give the principal parts of *lie, lay, set, sit, sing, rise, know, bear* (bring forth), *raise, fly.* 1 *credit* each.

5. When are verbs said to be regular? Give the principal parts of four irregular verbs, in the use of which wrong forms frequently occur. 2 *credits* each.

6. Define declension, conjugation, comparision, voice and case as used in grammar. 2 *credits* each.

7. Diagram or analyze:

> "*He who* filches from me my *good* name,
> *Robs* me of *that which* not enriches him,
> And *makes* me poor *indeed.*" 10 *credits.*

8. Parse in full the eight words italicized in the above sentence. 10 *credits.*

9. Write the synopsis of the verb *eat* with *thou,* in both the indicative and subjunctive modes, passive voice. 10 *credits.*

10. Define syntax. Change the following sentences to correct syntax, and give reason in each instance for your correction:

(*a*) They are both alike.
(*b*) If I am not mistaken the number is 26.
(*c*) The committee was divided in its opinions.
(*d*) I wished really to know.
(*e*) Either you or I are in error.
(*f*) Which of the group of men is the taller?
(*g*) Have Webster and Worcester's dictionary?
(*h*) There goes Mr. and Mrs. Smith.
(*i*) It could not have been her.
(*j*) I feel badly. 1 *credit* each.

COMPOSITION.

1. What is composition? 10 *credits*

2. What is style? Give four requisites of style. 10 *credits.*

3. What is redundancy? What is tautology? Remove the redundancy in the following sentence: "Every man on the face of the earth has duties to perform." Remove the tautology in: "The effects and consequences of such corruption and degeneracy are deplorable and lamentable." 5 *credits* each.

4. Give six rules for the use of the comma. 10 *credits.*

5. Name and make all the other marks of punctuation. State briefly the use of each. 10 *credits*

6–8. Write a letter to your County Superintendent, using not less than 100 words, giving the following facts:

Where you were educated, where you last taught, the name of the supervisor, the grade of certificate then held, where it was obtained, the grade you are now aiming to secure, the salary you expect, give two references as to your past success as a teacher, or as student if you have never taught. 25 *credits.*

8–10. First give outline of your subject and write a composition one page in length on one of the following subjects:

My Favorite Books. Industrial Education. Benefits Arising From Summer Schools. The Teacher's Opportunities. 25 *credits.*

NOTE.—In grading the last two consider:

(1) The thought expressed.

(2) The correctness and propriety of language used.

(3) The orthography, punctuation, paragraphing, use of capitals, and general appearance.

UNITED STATES HISTORY.

1. Why was this continent named America? 10 *credits.*
2. Sketch briefly the settlement of Virginia. 10 *credits.*
3. Relate the incident connected with "The Charter Oak." 10 *credits.*
4. What is meant by the "Monroe Doctrine?" What recent occurrences make this in our foreign relations a matter of great importance? 10 *credits.*
5. What events do these dates suggest: 1492, 1607, 1620, 1754, 1775, 1787, 1812, 1845, 1861, 1863? 1 *credit* each.
6. Locate and state for what noted in our history: Saratoga, Yorktown, Gettysburg, Richmond, Chicago. 2 *credits* each.
7. Name five great inventions and associate with each invention named the named of the inventor. 2 *credits* each.
8. Name the last five presidents and something of importance that occurred during the administration of each. 2 *credits* each.
9. Relate some important historical facts connected with each of the following: Thomas Jefferson, Alexander Hamilton, Daniel Webster, Andrew Jackson, Grover Cleveland. 2 *credits* each.
10. What was the expressed position of the Republican Party respecting slavery, when Abraham Lincoln was first elected? 10 *credits.*

GEOGRAPHY.

1. Define longitude: latitude; meridian; parallel; ecliptic. 2 *credits* each.
2. Locate and define each of the following: Amazon; Vesuvius; Cuba; Nile; Liverpool; Gibraltar; Sahara; Honolulu; Yukon; Venice. 1 *credit* each.
3. State the name of the line which marks the highest northern limit on which the rays of the sun are ever vertical, and give the date on which the sun reaches this limit. 5 *credits* each.
4. Describe the drainage of Florida. Name the five largest cities in the State, and locate each. Estimate the area and population of Florida. 10 *credits.*
5. To what country does Cuba belong? What is the cause of the political trouble now brewing there? 5 *creidts* each.
6. How do you account for the climate along the coast of Alaska? Labrador? 5 *credits* each.
7. Name five of the largest cities of the world and locate each. Name five largest cities, five longest rivers in the United States, and

locate the cities. Give the sources of, and the direction and into what waters the rivers flow. 10 *credits.*

8. Of what foreign countries are the following the principal export products: Tea, sugar, coffee, cotton, opium, cinchona, wool, watches, jute, tin? 1 *credit* each.

9. Write three columns: in the first, the names of the countries of Europe; in the second, the names of their capitals; in the third, their form of government. 10 *credits.*

10. Draw a diagram of a township, sub-divide the sixteenth section into quarter-quarters, and locate thus (x) a schoolhouse in the sw ¼ of ne ¼. 10 *credits.*

PHYSIOLOGY.

1. Define physiology, anatomy, hygiene. 10 *credits.*

2. Give three principal uses the bones serve. Give three principal uses the muscles serve. 5 *credits* each.

3. Classify the bones of the arm, and name the bones in each class as usually given in the text-books. 10 *credits.*

4. Explain the steps of digestion, beginning with mastication. 10 *credits.*

5. Describe the heart, and the principal circulatory organs. 10 *credits.*

6. Name the principal organs and describe the process of respiration. 10 *credits.*

7. Name the grand divisions of brain, and the function of each division. 10 *credits.*

8. Tell how to properly care for the eyes, with reference to character of light; direction from which it should come; size of print; when to rest them 10 *credits.*

9. Describe the nervous system. Into what classes are the nerves classfied? What are motory nerves? 10 *credits.*

10. Give six specific cautions you would teach your pupils to observe in regard to eating and drinking. Enumerate some of the harmful effects of narcotics and alcoholic liquors on the human system. What importance do you attach to the formal study of physiology and higiene in the common schools? What is the proper normal temperature to maintain in a schoolroom? What is the teacher's duty in regard to ventilation and cleanliness in the schoolroom? 10 *credits.*

THEORY AND PRACTICE.

(From Page edited by Payne).

1. Give a brief sketch of the life of David Perkins Page. 10 *credits.*

2. Name *three conceptions* of fitness for teaching in the order of their historical sequence. What is the real basis of fitness for teaching, so far as it can be obtained from study? [Chap. I]. 10 *credits.*

3. Scholarship aside, what is the first thing to be sought by a candidate for the office of teacher? [Chap. II]. 10 *credits.*

4. Name *four inferences* in regard to education drawn from the illustration of the "*neglected pear-tree.*" Name *four things* for which the teacher is mainly or largely responsible in the education of the young; state the order in which the elementary studies should be taken up. The school room is no place for what kind of a teacher? (Chap. III.) 10 *credits.*

5. Name *five personal habits* indispensable to a teacher's success. (Chap. IV). 10 *credits.*

6. Name in order, if you can, the *twenty-two studies* which a "good teacher, even of a common school should make himself acquainted with." What did Martin Luther say of the school-master that can not sing? (Chap. V). 10 *credits.*

7. What is education in the absolute sense? Why do even good scholars fail as educators? (Chap. VI). 10 *credits.*

8. Name *two* erroneous processes of teaching, into one of which many teachers fall. What more *excellent way* is illustrated by an *ear* of *corn*, and whom does the last process *awake*? (Chap. VII). 10 *credits.*

9. State briefly *nine* suggestions which will enable teachers to excite interest in conducting recitations. (Chap. VIII). 10 *credits.*

10. Give in brief *seven objections* to offering *prizes* as incentives to study. Name *five proper incentives* that may be safely employed to *excite interest* in study. (Chap. IX). 10 *credits.*

FOR FIRST GRADE COUNTY CERTIFICATES.

On the subjects of Orthograph, Reading, Composition, Geography, Physiology, and Theory and Practice of Teaching, the same questions were used for the First Grade County Certificate as for the Second and Third, in addition to the questions on the following subjects, making twelve branches in all. Examinees making an average grade of 80 per cent., with the grade on no branch below 60 per cent., were issued First Grade County Certficates good for four years.

ARITHMETIC.

☞ Write out solutions, using proper signs—answers only cannot be accepted. Process with answer must determine the number of *credits.* You may abridge your work by cancellation.

1. What number taken from $2\frac{1}{4}$ times $12\frac{4}{5}$ will leave $20\frac{3}{4}$? Find the cost of $20\frac{1}{8}$ cords of wood, if $3\frac{1}{2}$ cords cost $11.37½. 5 *credits* each.

2. What is the difference between the area of a floor 25 feet square and that of two others, each 12 ft. 6 in. square? 10 *credits.*

3. When it is 12 o'clock (noon) at Portland, Oregon, what time of day is it at Omaha, 96 degrees W., supposing that the longitude of Portland is 124 degrees W? 10 *credits.*

4. A fence five boards high is built around a square field containing 10 acres, the top board is 4 inches wide, the base board is 10 inches wide, the middle boards each 6 inches wide; what is the cost of the lumber at $12.50 per M? 10 *credits.*

5. What per cent. is made by a druggist who buys medicine at $5 a pound avoirdupois weight, and sells it at 48 cents an ounce apothecaries' weight? 10 *credits.*

6. Find the difference between the true and the bank discount on a non-interest bearing note for $6.285 for 9 months and 15 days, money being worth 6 per cent. 10 *credits.*

7. If six men dig a cellar 22.5 feet long, 17.8 feet wide, and 10 feet 3 inches deep, in 3 days of 10 hours and 15 minutes each, how many men will it require to dig another, in 12 days of 8.2 hours each, 45 feet long, $34\frac{3}{5}$ feet wide, and 12.3 feet deep? 10 *credits.*

8. (*a*) Find the square root of 16,499,844.
(*b*) Find the cube root of 7,301,384. 5 *credits* each.

9. How much will it cost to plaster a room 16 ft. 9 in. long, 14 ft.

8 in. wide, 10 ft. 6 in. high, if there are three windows 6 ft. by 2 ft. 9 in., two doors 7 ft. by 3 ft. and a base board one foot wide: the price of plastering being 25 cts. per square yard? 10 *credits.*

10. What will be the cost in U. S. money of a cylinder of oil whose diameter is 3 ft. and whose length is 4 ft., if oil is worth a franc per gal.? 10 *credits.*

ENGLISH GRAMMAR.

1. Write the possessive case, both singular and plural, of the following: *Fly, child, brother, sheep, mother-in-law, mouse, ox-cart, money, portico, chimney.* 1 *credit* each.

2. Compare and give reason for so comparing each: *Thin, clever, wooden, merry, nigh; ample, grey, universal, shy, beautiful.* 1 *credit* each.

3. State the difference between *what* and the other relatives. When are *that* and *as* relatives? 10 *credits.*

4. Write sentences in which *what* is used as a *noun, pronoun, adjective, adverb* and *interjection.* 2 *credits* each.

5. Write the synopsis of the verb *eat* with *he* in all modes and tenses and in both voices. 10 *credits.*

6. Analyze: I seem to have been only *like* a *boy* playing on the seashore, and diverting *myself* in *now* and then *finding* a smoother pebble *or* a *prettier* shell than ordinary, *whilst* the great ocean of truth *lay all* undiscovered before me 10 *credits.*

7. Parse in full the ten words in italics in the above sentence. 1 *credit* each.

8. Which do you consider more important, analysis, or parsing? For what reason? 10 *credits.*

9. Distinguish between the analysis and diagram of a sentence. 10 *credits*

10. Diagram: A School Board which assigns any teacher to a school, when there is among its applicants another teacher unemployed and better qualified for the position, sins against God, the State, and every child and patron in that school district. 10 *credits.*

UNITED STATES HISTORY.

1. Define history. State your method of teaching United States history. 10 *credits.*

2. Tell when and where the first permanent English settlements were made in the United States. 10 *credits.*

3. Name and give causes of two wars in which the United States have been engaged since 1800. 5 *credits* each.

4. What have been the important additions to the territory of the United States since 1783? 10 *credits.*

5. What is meant by the Civil Service of the United States? What evils was the Civil Service Bill designed to correct? 5 *credits* each.

6. Describe the battle of Gettysburg, naming the prominent commanders in each army. 10 *credits.*

7. What was the necessity of an Electoral Commission? What do you think of the justice of its acts? 5 *credits* each.

8. Trace briefly the financial history of this country. What of the "wild cat" banks? Panics of 1837 and 1873? What seems to be the present financial policy? 10 *credits.*

9. What of the growth in *art, science,* literature and education in the past half century? 10 *credits.*

10. Explain what is meant by the following: "Protective tariff,"

"Tariff for revenue," "Free silver," "The initiative and referendum," in political affairs. 10 *credits.*

CIVIL GOVERNMENT.

1. Who are citizens of the United States? How may others become citizens? 5 *credits* each.

2, How are the following United States officers chosen and for what length of time: President, Senator, Representative, Secretary of State, Judge of the Supreme Court? 2 *credits* each.

3. What is the Constitution of the United States? How made? How adopted? How amended? 10 *credits.*

4. Name the three departments of Government. Describe the law-making department and the stages through which a United States statute must pass before it becomes a law. 10 *credits.*

5. What Constitutional qualifications are necessary to become a President? United States Senator? Representative? Why prohibit a foreign-born citizen from being President? 10 *credits.*

6. What is meant by the Australian Ballot? Give the main features of the system. 10 *credits.*

7. What is treason? How generally punished? What is a "filibuster"? 10 *credits.*

8. How are territories governed? How do they become states? Name the principal changes they undergo in becoming states. 10 *credits.*

9. State three principal duties of each of the following: Governor, State Superintendent of Public Instruction, County Superintendent of Public Instruction, County Board of Public Instruction, School Trustees, Supervisor, Public School Teacher. 10 *credits.*

10. Who constitute the State Board of Education? What creates the permanent school fund? What school funds are apportioned by the State, and upon what basis? From what sources are county school funds obtained? On what basis and by whom apportioned? 2 *credits* each.

ALGEBRA.

1. Define *algebra, quantity, root,* a *radical, equation.* 2 *credits* each.

2. Find the the greatest common divisor a^4-b^4, and a^6-b^6. 10 *credits.*

3. Find the least common multiple of a^2-b^2, a^4-b^4 and $a^2-2ab+b^2$. 10 *credits.*

4. There is a number such that the sum of its $\frac{1}{4}$ and $\frac{1}{5}$ exceeds the sum of its $\frac{1}{6}$ and $\frac{1}{8}$ by 19; required the number. 10 *credits.*

5. Write the development of the binomial $(1-x)^6$. 10 *credits.*

6. A number is expressed by three digits. The sum of the digits is 9. The number is equal to 42 times the sum of the first and second, and the third digit is twice the sum of the other two. Find the number. 10 *credits.*

7. Square $\frac{\sqrt{x}}{y}+\frac{\sqrt{y}}{x}$; Expand $(a+\sqrt{a^2-x^2})^2$. 10 *credits.*

8, What two numbers are to each other as 4 to 5, and the difference of whose squares is 81? 10 *credits.*

9. A farmer bought a number of sheep for $80; if he had bought 4 more for the same money, he would have paid $1 less for each; how many did he buy? 10 *credits.*

10. Solve $2\sqrt{x}+\sqrt{4x+\sqrt{7x+2}}=1$. 10 *credits.*

PHYSICAL GEOGRAPHY.

1. Define physical geography. What is meant by the "laws of nature?" 5 *credits* each.

2. How have the soils of the earth been formed? 10 *credits.*

3. Explain the *trade winds.* Tell how glaciers are formed and where found. 5 *credits* each.

4. Name all the causes that affect the heat and cold of a place. 10 *credits.*

5. Name some of the great rainless regions of the earth and tell why they are rainless. 10 *credits.*

6. What are tides? What causes the difference in their heights? 5 *credits* each.

7. Explain the mutual dependence of plants and animals. 10 *credits.*

8. What is an equinox? How many are there? When do they occur, and why? 10 *credits.*

9. If you were at the equator June 4th, which direction would your shadow fall? Give the reason for your answer. 5 *credits* each.

10. Why should more rain fall on a mountain than on the low lands at its base? What effect does cutting away the timber have upon the climate of a country? 5 *credits* each.

SAMPLE OF QUESTIONS USED IN THE EXAMINATION FOR STATE CERTIFICATES IN JANUARY, 1895.

Applicants before eligible for examination for this certificate must be holders of First Grade County Certificates, and must have taught at least twenty-four months, eight months of which must have been taught successfully in this State under a First Grade County Certificate.

No State Certificate is issued to any one except on the result of written examination, and the examinee must make an average of 85 per cent. on the following subjects, with the grade on no subject below 60 per cent:

NOTICE TO EXAMINEES.

1. Do not write your name upon any of your papers.
2. An endorsement of good moral character and a fee of one dollar, refundable for no cause, must be handed to the examiner before you are eligible to the examination.
3. Write all your work upon legal cap paper with pen and ink; number and letter your answers to correspond to questions.
4. Any other regulation will be explained at request of examinee, or when the examiner deems it necessary.

Seek the top, where there is always plenty of room,

GEOMETRY.

I. Define the following: (*a*) plane geometry; (*b*) a point; (*c*) a straight line; (*d*) an axiom; (*e*) a proposition; (*f*) a problem; (*g*) a theorem; (*h*) a hypothesis; (*i*) a corollary; (*j*) a postulate. 2 each.

II. Draw and define: (*a*) an angle; (*b*) a scalene triangle; (*c*) a rhombus; (*d*) a trapezoid; (*e*) a nonagon. 4 each.

III. Give the rule for finding the area of a trapezoid. Demonstrate the proposition to be true. 20.

IV. Demonstrate: Only one circumference can be drawn through three points not in the same straight line. 20.

V. Deduce the rule for finding the area of a circle. 20.

TRIGONOMETRY.

I. (*a*) Define plane trigonometry. (*b*) How many parts of every plane triangle must be given in order that the rest may be found? 10 each.

II. Draw a figure illustrating the seven trigonometrical lines. 20.

III. (*a*) Show that tan. 45 deg.=1. (*b*) Compute the sine and secant of 45 deg. (*a*) 10, (*b*) 10.

IV. Prove: In any triangle the sines of the angles are to one another as the sides opposite to them. 20.

V. (*a*) What are logarithms? (*b*) How may the index of a logarithm always be known? (*c*) How do you multiply by logarithms? (*d*) How do you divide? (*e*) How do you extract the root of a number by logarithms? 4 each.

PHYSICS.

I. Distinguish between (*a*) matter and substance; (*b*) general and specific properties of matter; (*c*) physical and chemical changes; (*d*) physical and chemical forces; (*e*) define the Atomic Theory. 2 each.

II. (*a*) Name five general properties of matter; (*b*) five specific properties. 5 each.

III. Define *motion, force, velocity, mass, momentum.* 2 each.

IV. (*a*) Give Newton's Laws of Motion. (*b*) Define energy and give its law. (*c*) A ball thrown up with a velocity of 96 feet per second will rise how many times as high as one thrown with a velocity of 32 feet? (*a*) 5, (*b*) 2, (*c*) 3.

V. Define (*a*) gravitation; (*b*) center of gravity; (*c*) specific gravity. (*d*) Give the Laws of Weight. (*e*) What would a man weighing 100 pounds on the surface of the earth weigh 1000 miles above the surface? 2 each.

VI. (*a*) Give the equations of bodies falling freely. (*b*) A ball thrown upwards returns to the same place in 15 seconds, how far did it ascend? (*c*) How far would a ball have to fall to gain a velocity of 448 feet per second? (*a*) 4, (*b*) 3, (*c*) 3.

VII. (*a*) Explain a single movable pulley. (*b*) Explain what advantage would be gained by having four pulleys. 5 each.

VIII. Give the rule for computing the pressure of water, (*a*) on the bottom of the vessel; (*b*) on the side. 5 each.

IX. Explain (*a*) the magnetic current; (*b*) the dip of the needle. 5 each.

X. (*a*) Describe the Leyden jar. (*b*) Tell how to connect the jars to form a battery. 5 each.

ZOOLOGY.

I. What determines the zoological rank of an animal? 10.

II. Make a table showing the classification of the following as to branch, class, order, genus, species: *Earthworm, grasshopper, oyster, alligator, opossum.* 2 each.

III. Give the habitat and characteristics of the *bat*, the *sloth*, the *armadillo*, the *kangaroo*, the *grizzly bear.* 2 each.

IV. Describe in the following order the formation of chalk: (*a*) the animal; (*b*) its habits and mode of growth; (*c*) how the chalk is formed. (*a*) 3, (*b*) 3, (*c*) 4.

V. How is pearl formed? 10.

VI. (*a*) Describe the coral-polyp; (*b*) tell how coral rock is formed. 5 each.

VII. Describe the organs of respiration in the following: *Clam, mosquito, bull-frog, fish, horse.* 2 each.

VIII. Give a full zoological description as to form, structure and habits of the deer. 10.

IX. Describe the principal anatomical differences between man and a monkey. 10.

X. Is it possible in the light of evolution alone that the two could have a common origin? 10.

BOTANY.

I. Name the two great divisions of the vegetable kingdom, and distinguish between them. 10.

II. (*a*) Of what does systematic botany treat? (*b*) Structural botany? (*c*) Physiological botany? 10.

III. Name and describe the parts of a perfect flower. 10.

IV. Describe the parts and functions of a leaf. 10.

V. (*a*) Define fruit. (*b*) Name the different classes. (*c*) To which does the following belong: *Orange, tomato, peach, acorn, Irish potato?* (*a*) and (*b*) 2 each, (*c*) 6.

VI. (*a*) What is the food of the plant? (*b*) How is it taken and assimilated? 5 each.

VII. Give a full account of the *seed, germination, plant, flower* and fruit of the apple. 10.

VIII. Define the terms *pedicel, petiole, peduncle, phyllotaxy* and *pollenization.* 2 each.

IX. Tell in what part of the world each of the following originated and to what natural order it belongs: *Rice, maize, watermelons, turnips, cotton.* 2 each.

X. (*a*) Make a list of the works on botany you have studied. (*b*) Give your opinion of its practical uses and of the advisability of introducing the study of botany into the public schools. 10.

LATIN.

I–II. Translate into good English:

His Cæsar ita respondit; Eo sibi minus dubitationis dari, quod eas res, quas legati Helvetii commemorassent, memoria teneret, atque eo gravius ferre, quo minus merito populi Romani accidissent; qui si alicujus injuriæ sibi conscius fuisset, non fuisse difficile cavere; sed eo deceptum, quod neque commissum a se intellegeret, quare timeret, neque sine causa timendum putaret. Cæsar, Lib. I, Cap. XIV. 20.

III. What would be the form of *dari, ferre, deceptum,* if it had been direct discourse? Explain. 10.

IV. Give an explanation or rule for all the subjunctive forms in the extract. 10.

V. Decline the second *eo;* give the construction of it and of the third *eo.* 10.

VI. Give the principal parts of the first five verbs in the extract. 2 each.

VII–IX. Translate into idiomatic English:

At pius Æneas, per noctem plurima volvens,
Ut primum lux alma data est, exire, locosque
Explorare novos; quas vento accesserit oras,
Qui teneant (nam inculta videt) hominesne, feraene,
Quaerere constituit, sociisque exacta referre.
Classem in convexo nemorum, sub rupe cavata,
Arboribus clausam circum atque horrentibus umbris,
Occulit; ipse uno graditur comitatus Achate,
Bina manu lato crispans hastilia ferro.
Cui mater media sese tulit obvia sylva,
Virginis os habitumque gerens, et virginis arma
Spartanæ; vel qualis equos Threissa fatigat
Harpalyce, volucremque fuga praevertitur Eurum.

Æneis, Lib. I, 305–317. 30.

X. Translate into Latin: It is announced to Cæsar that the Helvetii intend to make a journey through the country of the Sequani and Ædui and the territory of the Santones. 10.

RHETORIC.

I. (*a*) Define grammar and rhetoric. (*b*) Show where the scope of each begins and ends. 5 each.

II. Distinguish between style and diction. 10.

III. Name and define the essential elements of a good style. 10.

IV. Give three of the chief benefits of figures of speech to style. 10.

V. Name and define ten of the most important figures of speech. 1 each.

VI. Give an illustration of each of the figures in the order named, in as short a sentence or extract as possible. 1 each.

VII. Wherein does the study of rhetoric assist in the study of literature? 10.

VIII. (*a*) What is the advantage of paragraphs? (*b*) Give three qualities to be aimed at in the construction of paragraphs. 5 each.

IX. (*a*) Define five kinds of poetry. Quote from each class, or give the title of a poem in each class, naming the class to which it belongs. 2 each.

X. (*a*) Name the proper parts of an oration. (*b*) What are the essential qualifications of a successful orator? 5 each.

ENGLISH LITERATURE.

I. What is it that distinguishes writing as literature? 10.

II. (*a*) What did Scott write? (*b*) Give an outline of any of his works that you have read. 5 each.

III. (*a*) Name five of the principal works of Washington Irving. (*b*) Give a sufficient outline of either one to show that you have read it. 5 each.

IV. Name six classic English authors, together with the masterpiece of each. 10.

V. Select any one of Shakespeare's plays and make sufficient critical comments thereon to show that you have read it carefully. 10.

VI. (*a*) What noted American writers died during the year 1894? (*b*) Which of their writings have you read? 5 each.

VII. Select the author best known to you in the following list; tell what you know of his life and writings: Addison, Macauley, Milton, Emerson, Goldsmith. 10.

VIII. Write something that will be evidence that you have read either of the following works: Lady of the Lake, Ivanhoe, Deserted Village. 10.

IX. Give the author of each of the following: Bigelow Papers, Alhambra, Marmion, Thanatopsis, Star Spangled Banner, Ben Hur, Locksley Hall, "The Reformer," Maud Muller, The Village Blacksmith. 1 each.

X. Name ten American authors justly styled classic, and state the kind of writing in which each excelled. 1 each.

MENTAL SCIENCE.

I. Define the two processes of reasoning. To which division does psychology belong? 10.

II. Define: (*a*) *percept;* (*b*) *concept;* (*c*) intuition. (*d*) Explain the value of an object lesson from a psychological view. (*a*) (*b*) (*c*) 2 each, (*d*) 4.

III. (*a*) Define *presentative, representative* and *elaborative* powers of the mind. (*b*) Classify the faculties of each set. 5 each.

IV. (*a*) Define memory. (*b*) Give its four elements. 5 each.

V. Show the relations between *sensibilities, thought* and *will.* 10.

VI. Define: (*a*) conscience; (*b*) judgment. (*c*) Show how they are related. 10.

VII. Illustrate why conscience is not infallible. 10.

VIII. Explain what is meant by "freedom of the will." 10.

IX. Mention the faculties in a child's mind in the natural order of their development. 10.

X. (*a*) Make a classification of the *sensibilities* and *will*. (*b*) Show how you cultivate these faculties in school work. 5 each.

GENERAL HISTORY.

I. (*a*) What marks the beginning and what the close of mediæval history? (*b*) Into what ages is the period sometimes divided? 5 each.

II. Make a list of the nations existing (*a*) at the beginning of this period; (*b*) at its close. 5 each.

III. What of the ruling idea and of the empire of Charlemagne? 10.

IV. (*a*) Give a brief history of the Saracens, telling something of their founder. (*b*) What good resulted from them? 5 each.

V. (*a*) What is meant by the Feudal system? (*b*) What of its effects upon civilization? 5 each.

VI. (*a*) What were the Crusades? Tell of (*b*) their origin; (*c*) their number; (*d*) their aim; (*e*) their effect upon the world. 2 each.

VII. (*a*) Give the origin of the Cavaliers. (*b*) Name some renowned men developed by the struggle. (*c*) Give in brief contemporaneous American history. (*a*) 2, (*b*) 3, (*c*) 5.

VIII. Of the Thirty Years' War, tell (*a*) by whom begun; (*b*) what nations became involved; (*c*) how it ended; (*d*) the result of it. 10.

IX. Give a brief account of the beginning of England. 10.

X. Of the French Revolution, tell (*a*) its origin; (*b*) its nature; (*c*) the names of leading characters; (*d*) how it terminated. 10.

COUNTY LEVY FOR SCHOOLS.

There is no fact that can be cited that more accurately measures the growing interest in the public schools than that which illustrates the willingness of the people to be taxed for their support.

The Constitution leaves it optional with the counties to levy a minimum of 3 mills, or upwards to a maximum of 5. It is shown in this report that the number of counties levying the maximum allowed by law constantly increased from 17 in 1892 to 27 in 1895, and there was a falling off of only two counties after the freeze. Every county, save three, now levies 4 mills or upwards, and not a single county levied the minimum of 3 mills in 1896.

This exhibit only partially illustrates the willingness of the people to be taxed for good schools. The tax-payers of upwards of 120 of the 2,350 school districts have availed themselves of the benefits of the sub-district tax and are levying upon themselves from 1 to 3 mills for special educational purposes within their districts. The number of such special levies, which are determined by a vote of the tax-payers, is increasing every year. This tax, with the State One Mill Tax and the county levy of 5 mills, makes the tax-payers of such districts pay from 6 to 9 mills, in addition to the poll taxes, for public education. This must be regarded as a good record for a people, who a few years ago were classed as opponents of free schools. It is to be regretted that the system of managing and reporting these local taxes is such, that this report does not show the aggregate amount paid by the people of the State for local educational purposes. Many very creditable school buildings have been erected through the operations of the sub-district law, besides many school terms lengthened, and many schools established in which are sustained high school departments.

AVERAGE MONTHLY SALARIES OF TEACHERS.

While this State may not be as able to run schools for so long a time as some others, the salaries paid teachers indicate the desire of County Boards for competent instructors, and their willingness to pay for the same. The average salaries paid teachers are better than in any of the Southern States, save Texas with her immense school fund.

The average for the whole United States is $46.82 for males, $39.41 for females; while in Florida, for 1896, the average for all teachers, white and black, was $35.44—$40.52 for white males and $33.53 for white females. These salaries considered in connection with the mild and equable climate, where

cost of living is so much cheapened, manifest that public school teachers are about as well paid as in most parts of the Union for the time they have to work.

THE EDUCATION OF THE NEGRO.

As there are those who are exceedingly more solicitous about the education of the negroes than of our white population, I cannot refrain from saying that the race is receiving all the educational advantages they are yet capable of appreciating. Their schools are as closely supervised as any others, the very best teachers are secured that can be had, and they are paid better salaries than the same grade of teachers are paid in any part of the country, North or South. And further than that, every possible encouragement and help is given them to prepare for a better grade of work; besides a well-equipped State Normal College, equal advantages are offered their teachers in Summer Schools and Institutes. It is my opinion that the race needs worse than anything else, to be let alone by their over-zealous friends and given time to work out their own destiny. Any amount of coddling by those anxious to help them will not put them on a better footing more rapidly than the race can grow into it. As was said in my report of 1895, the race is manifesting as a whole as commendable ambition to improve its condition as any race in like intellectual, social and financial conditions under the sun.

The people of the State are willing to be taxed for their education, and to extend to them every assistance, except to lower their own social status, that thereby they may elevate by a mite the negro's.

Mixed schools for the races they will not tolerate; every such attempt within our borders only exasperates and renders less cheerful the expenditure made for the negro's elevation.

Any assistance rendered from abroad in the attempt to better the condition of these people by the charitably disposed, will be most heartily welcomed, unless it is attended with the insult to the public sentiment of the State in trying to educate white and black side by side in the same schools.

Efforts to educate the negro separately by any individual, corporation or association will be commended and encouraged by all white citizens of the State. There is no necessity for any white child in the State attending a school for negroes, and those burdened with the desire to do something for the negro race can best succeed by confining their efforts to that race alone and occupy the place that would be filled by a white child by another negro. When this is the case the people will believe the desire to benefit the negro is honest, and they will bid a

hearty God-speed to all efforts at their elevation, and not surmise that the ulterior desire and design are to make inroads upon our social system.

THE ORANGE PARK MIXED SCHOOL.

A sketch with cuts of this school is found on pages 184–189 of this report, in which the object of the school is set forth by its friends. The people of the State would rejoice at the prosperity of the school, if it will confine itself directly to the purpose for which it was founded, the education "of colored youth especially."

I am in possession of facts to show that the white attendance at this school was not confined to the "white children of the Professors," nor to the local patronage of the whites of the community. If it was not well-known how the races are being educated in other parts of the country and how some crave to see the system in vogue in the South, where exists "hateful notions of caste," there would be more charity for this institution in its modest Christian pretensions.

I still urge upon the Legislature, as a duty owed to posterity, to see that Section 12 of Article XII of our State Constitution is enforced to the extreme limit, and that Chapter 4335 is re-enacted with its title amended so as to conform to constitutional requirement, so that this school can be compelled to close its doors to white patronage or disband, if it prefers to abandon the religious call to educate the negro, rather than the privilege of educating the races together. We of the South cannot be too guarded on this point, policy or no other consideration should entice or deter the State from paying the debt it owes to posterity on this one question.

The white girls and boys who would be coddled into attending that institution in their youthful thoughtlessness and want of foresight, need the protection of the strong arm of the State. Not one of you, it matters not how well she may be educated, knowing that she was educated in the midst of such surroundings would permit a graduate of that school to instruct your children or become a social equal at your home. So let us fail not to protect white youth against the social and business ostracism that await them. Just as the State undertakes to protect youth from ruin in other directions aud has undertaken to prevent intermarriage and amalgation of the races, so let it act in this case. The two laws go hand in hand and cooperate with each other. The Christian people of this State are as conscientious and sincere in their belief that the races ought not to be educated together, as is the American Missionary Society that they ought to be, and it is hoped that the

godly purity of our own people will be respected within our own border by our own law-makers.

NEW SCHOOL BUILDINGS.

There has been a very gratifying increase in the number of school buildings during the past two years. The reports show that the number of brick buildings have nearly doubled and that 263 frame school houses have been erected. Many of the latter take the place of old log houses. Many of these structures are very creditable buildings, modern in architecture and in school adaptation.

Wherever I have been in the State, the spirit for improving school buildings seems prevalent. The reported expenditure for school buildings gives but a poor idea of what has been done in that direction, as much of the work was paid for by private subscription and by sub-district tax, and is not reported as one of the expenditures by County Boards.

PERMANENT SCHOOL FUND.

This fund has continued to grow a little in the past two years. January 1st, 1895, it amounted to $617,100 invested, with $30,000 seeking investment. At this time the invested funds amount to $656,100, with $12,610 seeking investment. The interest apportioned for the year 1896 amounted to $37,452.60, an increase of $2,176.70 over the year previous. The amount to each county will be found in the table on page 358. As it is not always possible for the State Board of Education to find State or United States bonds in which it would be profitable to invest these funds, I therefore believe it would be would wise for the Legislature to amend section 267 of the Revised Statutes and give to the State Board of Education a little more latitude in making investment of this fund.

The fund is invested at present as follows:

Amount of Bonds as per Report—	
Consolidated Florida 6 per cent Bond No. 3....	$288,600 00
Consolidated Florida 7 per cent Bond No. 4....	79,300 00
Florida 7 per cent Bonds.....	75,100 00
Florida 6 per cent Bonds.....	2,100 00
North Carolina 4 per cent Bonds.....	6,000 00
Alabama "B" 5 per cent Bonds.....	30,000 00
State of Florida 5 per cent Note, Act of Legislature 1891.....	25,000 00
State of Florida 5 per cent Note.....	50,000 00

State of Florida 5 per cent Note.....	50,000 00
State of Florida 5 per cent Note.....	50,000 00
Bonds and Notes in Fund.....	$656,100 00

APPORTIONMENT OF ONE MILL TAX.

Effort was made by the Legislature to require the apportionment of the 1 mill tax three times a year. Upon investigation it was found that there was nothing in the present law to prevent its distribution as often as deemed necessary. It was found that a semi-annual apportionment was as often as there would be a sufficient amount accumulated to be of material service to the counties. Since that time this fund has been apportioned both in May and November. On page 358 may be seen the amounts received by each county.

Since the amendment to the Constitution, adopted in 1894, requiring this fund to be apportioned on the basis of average attendance upon schools, instead of the census of school youth, it has been so divided. The complaint has come up from some counties which receive less under the new basis of apportionment; that funds paid by them were sent to other counties. These being counties that receive more than they pay into this fund the fact is brought out in the table on page 320, showing the exact percentage of the payment made by each county that was returned to it in 1895. A similar calculation for 1896 is recorded in the table on page 368, showing what part of a dollar is returned to each county for $1 paid by it into this fund.

PEABODY SUMMER SCHOOLS FOR TEACHERS.

These Training Schools for teachers are thus denominated, because the nucleus of the fund stimulating and authorizing the undertaking was contributed by Dr. J. L. M. Curry, the agent of the Peabody Fund.

The Trustees of the Fund operate on the co-operative plan and contribute to those of the Southern States that make appropriations to assist in the work of improving teachers for the public schools. In consequence of the freeze and the expected depressed condition of finances, the last Legislature failed to make an appropriation for this purpose. It was thought that the State had lost all participation in this fund, but through persistence, the agent finally wrote that the appropriation of $1,000 would be continued to the State "*for the present year* on condition that an equal amount is raised by the State or by the communities where these Institutes are held." With this ass rance, I set to work and raised a sufficient amount to continue these schools both in 1895 and 1896, with what success

the following extracts from the reports made Dr. J. L. M. Curry will signify:

A letter has been received from Dr. Curry, proposing to give the State $1,200 for this year, provided the Legislature will make an appropriation to aid in the continuance of this work.

Florida can not afford to lag behind in this particular line of school work, it will be necessary as long as young, inexperienced and poorly prepared teachers are admitted into the schools. There is no money expended that yields so great a return to so large a number of the children of the State through the channel of more earnest, enthusiastic and professional instruction.

Summer Training Schools for teachers are now held in every State in the Union, and are regarded as an educational necessity.

The Legislature is earnestly urged to make a liberal appropriation for the prosecution of this work.

EDUCATIONAL DEPARTMENT,
STATE OF FLORIDA,
TALLAHASSEE, Sept. 4, 1895.

Dr. J. M. L. Curry, Agent:

DEAR SIR--When our Legislature adjourned the first of last June without making an appropriation for Teachers Institutes, or Summer Schools, it seemed impossible to do anything this year in the way of giving teachers of the State the advantages to be derived from such institutions. It was understood that the failure to obtain an appropriation carried with it the assistance expected from the Peabody Fund, as the trustees of that fund had wisely determined to assist only those States showing enough appreciation of teachers' training classes to make appropriations to supplement the Peabody donations for such purposes. When your letter of June 4th, was received, in which you kindly proffered $1,000 for one time more, a circular letter was issued immediately and sent to County School Boards asking donations of small amounts to supplement your donation in sustaining Summer Schools. This was done both to carry out your "well-known principle of co-operation" in the use of the Peabody Fund and to make the $1,000 donated as effective as possible. About one-half the counties of the State immediately made subscriptions aggregating over $1,700. Your principle of co-operation was strictly adhered to in the apportionment of the fund; no school was located in any county, unless the apportionment from the Peabody Fund was supplemented by an equal or

larger amount contributed by the county, paid sometimes out of county school funds, and sometimes partly by subscriptions from the citizens of the town where the school was held.

With the $1,000 donated by the Peabody Trustees, or yourself, and the $1,700 subscribed (about $1,500 of which has been paid to date) within the State, it was planned to hold six Summer Schools of two months duration each, and two for one month each.

Schools were held at the following places, beginning July 1st, July 8th, and one August 5th, all closing the last of August; the attendance, as reported by the principals, and the names of the instructors are given below:

DeFuniak Springs—Dr. C. P. Walker and W. A. Little, attendance all white, 37 in number.

Apalachicola—Dr. W. F. Yocum and Miss Clem Hampton, attendance 44, 33 white, 11 negroes.

Tallahassee—Theo. J. McBeath and H. W. Demilly, attendance 46, all negroes.

Palatka—Rev. F. Pasco, O. P. Steves and I. I. Himes, attendance 131, 67 white, 64 negroes.

Daytona—J. M. Guilliams and H. E. Graham, attendance 62, all white.

Kissimmee—Tom F. McBeath and D. L. Ellis, attendance 65, all white.

The above schools continued two months, the following one month:

Live Oak—J. H. Fulks, J. B. Parkinson and Chas. H. Tatum, attendance 81, 51 white, 30 negroes.

Inverness—Arthur Williams and A. M. Linhart, attendance 42, all white.

The total attendance of all being 508; 357 white, 151 negroes.

The total cost $2,610.

The attendance was not 60 per cent. of what it was last year for the following reasons:

1st. The uncertainty as to obtaining aid, and the consequent delay in opening the schools caused many teachers to enter County Institutes and led many county school boards to arrange for the opening of the regular public schools in July, thereby depriving the teachers of the privilege of attending the Summer Schools.

2d. The financial depression in the State, due to the disaster of last winter, rendered many unable to attend, in the face of shortened school terms and reduced salaries.

3d. The most potent reason of all was, the last Legislature changed the school law by striking out all limitations to the

life of the lowest grade teachers' certificates, extending their term to two years and making the same grade re-issuable upon examination from time to time, thus removing one of the incentives to attend these schools as helps for obtaining higher grade certificates.

Considering all the circumstances, the attendance of 508 this year in a State where the aggregate number of teachers is about 2,500, is regarded as a great triumph for the advocates of better schools, secured only by means of better trained teachers. It was necessary to provide a department for negro teachers in only four of these schools; this was due to the fact that the negroes, consequently the negro teachers, are mostly amassed in this State in a few counties. In evidence that they were not discriminated against and that they appreciated the opportunity to improve themselves, the fact is stated that the percentage of negro teachers in attendance, as compared with the whole number, is 4 per cent. greater than the percentage of whites in attendance.

The time of the schools was not taken up in lectures, but the exercises consisted principally of recitations on subjects to be taught by the teachers; interspersed with model lessons and occasional lectures.

I personally visited these schools, remaining one or more days at each, and addressed both the teachers and citizens. The teachers in attendance, as a rule, were interested and enthusiastic in their work. Each school without exception adopted strong resolutions expressing gratitude for the donation from the Peabody Fund and earnest appreciation of the opportunities which it afforded them. Without a dissenting voice they pray the Peabody Trustees not to withhold the appropriation from the State. Permit me, in behalf of every school officer and progressive teacher in the State, to beseech you to represent our case at the approaching meeting of the Trustees of the Fund, and beg them to continue the appropriation to Florida for *teacher training* as long as their donation for this purpose is met by an equal or larger amount contributed by the school authorities of the State. Let us insist that it be not made dependent upon legislative action, though it will not be long before a large majority, instead of a large minority, will compose our Legislature—such are the strides of educational influence—who will be ready to provide ample means of support for every kind of educational advancement.

The public school system is daily taking deeper hold upon the affections of the whole people and is making rapid advancement in all directions, which is largely due to the fact

that our schools are being constantly supplied with a better grade of teachers, which you are helping us to provide.

EDUCATIONAL DEPARTMENT,
STATE OF FLORIDA,
TALLAHASSEE, Sept. 3, 1896.

Dr. J. L. M. Curry, Agent:

DEAR SIR—I hereby submit my report of the Teachers' Summer Training Schools held the present year with the aid of the Peabody Fund.

The schools were conducted, as heretofore, in the most liberal and catholic spirit; equal appliances and advantages were provided for the two races; both were under the tuition of the same conductors—though taught in separate buildings—and received the same kind and the same number of hours of instruction daily, the conductors alternating in teaching the two departments.

The most dyspeptic or prejudiced growler could find no fault or grounds for charging that any discrimination was made in the character, quantity or value of instruction given to either race.

The conductors of each school were selected on the basis of their scholarship, skill, and successful experience as teachers, and are reputed to be among the best, if not the best, within the State. In nativity and education they represent sixteen different States and educational institutions within the United States, while one was European in birth and education.

It may be said here with propriety that the criticisms of certain of the press of the country charging discrimination in the educational opportunities presented negroes in this State are entirely without foundation. In fact, there is no State in the South where the negro teachers are so well paid or where so much money, labor and interest are expended to improve the scholarship and character of the negro teachers. There is no State in the South where there is a greater number of schools for negro children as compared with the negro population. No State in the Union expends so much per capita of its entire population for nego education.

The work of the Summer Schools is keenly appreciated both by teachers and people; the first is attested by the fact that the percentage of the teachers of the State that attend these schools for the space of two months each year is larger than the attendance upon similar institutions by the teachers of any State in the Union; the second is proven by

the amounts readily contributed by so many different communities to secure the location of one of these schools.

The results of the Summer School work in Florida lead me to say, that I believe it would be unwise for the Trustees of the Peabody Fund to close the trust and distribute the fund for general educational purposes, as they have the option to do. My opinion is that it would be best to continue the trust and use the fund—as now—in educating young teachers in normal schools and in encouraging the establishment within the beneficiary States Summer Schools for the better training of illy-prepared teachers who have already entered public school work.

It is generally conceded in this State by both the friends and foes of public education that the Summer Schools, co-operating with our examination system, have exerted a wonderful influence in elevating the public schools. Through them the teachers have caught the inspiration of the movement, and not only readily consent to become docile students, but are earnestly reading and aspiring to reach a higher stratum in their profession.

This intensified interest on the part of teachers is causing public education to take deeper root in the affections of all the people, and it is putting it sufficiently conservative to say, that the condition of the public schools is as salutary as it is possible for it to be under the present financial condition of the State. More money is our greatest need, and we cannot reasonably expect greater school revenues until the aggregate wealth of the State is larger. School taxes are cheerfully paid. The direct school levy, combining State, county and district taxes, is larger in Florida than in any Southern State, and the millage is greater than is levied in a large majority of the States of the Union. Besides the poll-tax and the 1 mill State tax, most of the counties in Florida levy a 5 mill school tax, the maximum constitutional limit; in addition to this, many school districts in many counties levy a special district tax of 3 mills for the use of the schools within the district.

It will thus be seen that many school districts within the State, besides the poll-tax, pay in the aggregate an ad valorum tax of *nine* mills for the public schools, a large majority of the counties pay *six* mills, and no tax-payer in any county escapes with less than a *four-mill* tax for public education.

The one thousand dollars donated by you for the Summer Schools of this year enabled me to use it as leverage in stimulating the contribution of a sufficient sum to establish *seven*

of these schools, one at each of the following places and with the conductors named:

PENSACOLA—Dr. C. P. Walker, Professors John J. Earl and William E. Kniblœ.

TALLAHASSEE—Rev. F. Pasco (Harvard University) and Professors W. H. Demilly and J. M. Attaway.

LIVE OAK—Professors J. H. Fulks, Miss Clem Hampton, William P. Leggett and Mrs. Lotta H. Stephens.

GREEN COVE SPRINGS—Professors Tom F. McBeath, D. L. Ellis (Peabody Normalite), H. E. Bennett (Peabody Normalite), and Miss Buella Davenport.

LEESBURG—Professors J. M. Guilliams, H. E. Graham (Peabody Normalite), J. J. Welty, J. L. Boone and Miss Bessie B. Phillips.

BARTOW—Dr. W. F. Yocum, Professors Arthur Williams and Mrs. J. B. Johnston.

CRAWFORDVILLE—Prof. W. A. Little.

The schools at Live Oak and Bartow opened May 11th, the others June 8th. All continued *eight* weeks except the one at Tallahassee, *seven*, and the one at Crawfordville, *six*.

Only a sufficient amount of funds was raised to continue the last five schools six weeks, but the conductors at Tallahassee cheerfully gave one extra week; those at Pensacola gave the seventh week, and their generosity moved the School Board to pay them for the eighth week; three of the conductors at Green Cove Springs readily gave the seventh week, the eighth was paid for by the County School Board and myself.

ATTENDANCE.

The attendance at each of these schools, as reported by the principals, was as follows:

SCHOOLS.	WHITE TEACHERS.	NEGRO TEACHERS.
Pensacola	80	25
Tallahassee	38	39
Live Oak	62	53
Green Cove Springs	57	25
Leesburg	73	19
Bartow	102	....
Crawfordville	31	....
Totals	443	161

Total both races, 604.

The average attendance of the four schools reporting this item was over 80 per cent of the enrollment.

COST OF THE SCHOOLS.

Dr.

To Peabody donation	$1,000 00
To amounts subscribed by ten counties	1,605 00
Total	$2,605 00

Cr.

By printing and postage	$ 26 25
By amounts to Dr. C. P. Walker and W. A. Little (deficit of last year)	175 00
By salaries of teachers at Pensacola	375 00
By salaries of teachers at Tallahassee	352 50
By salaries of teachers at Live Oak	540 00
By salaries of teachers at Green Cove Springs	360 00
By salaries of teachers at Leesburg	435 00
By salaries of teachers at Bartow	413 75
By salaries of teachers at Crawfordville	112 50
Total expenditure	$2,790 00

Believing that our next Legislature will make an appropriation to aid in the prosecution of this Summer School work, thanking yourself and the Trustees for the help Florida has already received from the Fund, and praying for its continuance in the future, I have the honor to be,

Yours sincerely,
WILLIAM N. SHEATS,
State Superintendent of Public Instruction.

STATE TEACHERS' ASSOCIATIONS, COUNTY TEACHERS' SCHOOLS AND INSTITUTES.

The very eager and large attendance at State Teachers' Associations, County Institutes and Teachers' Schools held under the auspices of counties, is the most encouraging feature in our whole school system. From all reports examined, I believe it is safe to make the statement that a larger percentage of the teachers of the State attend these gatherings than in any State in the Union. On some years 50 per cent of all the teachers met in the two State Associations held by white and negro teachers. This argues interest on the part of the teachers, and means professional improvement.

This large attendance is rendered possible and is greatly due to the *liberal rates*, which have ranged from ½ to 1 cent a mile each way, given by the railroads of the State.

I do not know a State except our own where a better rate is secured for this purpose than *one or one and a half full rate.*

Nearly every county has its regularly organized Teachers' Associations or County Institute, meeting monthly or oftener. In many counties the teachers hold Monthly District Institutes. In addition to these there are many Teachers' Schools held annually under county auspices for one and two months. The mere mention of these facts bespeaks an interest and presents a hopeful outlook beyond anything else I am able to report.

ARBOR DAY.

No statistics are presented of the work of Arbor Day, as heretofore, because there was such a falling off in the results of the day in 1895, and the schools had not sufficiently recovered from the derangement to make anything like as favorable a showing in 1896 as formerly. You will remember, Governor, that you, as late as the 26th day of December in 1894, to satisfy the request of some one to celebrate the Battle of New Orleans on this day, by proclamation set apart January 8th as Arbor Day, thereby changing the time from the first Friday in February, as it had been fixed by regulation of the State Board of Education.

The change was well enough, but the schools were then in Christmas vacation, and the week following the teachers were assembled in State Association, ample notice was not received by them to make preparation for the celebration of the day. The result was that reports were very meager. The year following the time was changed back to February, when the results were better, but in consequence of the short school term, and many schools opening earlier than usual, a large number had closed before Arbor Day came.

Since the change in the school year and the consequent earlier opening of schools, it may be found necessary to adopt an Autumn Arbor Day in order to catch the schools in session. This matter will be determined after another ardent appeal on my behalf to revive interest in the celebration of this anniversary.

ELECTION OF COUNTY SCHOOL BOARDS.

It is my candid opinion that the election of the members of County School Boards by the people is generally approved, causes less friction, and gives as good Boards as were secured under the old appointive system. It is certainly less annoying to the State Superintendent and Board of Education.

A REFORMATORY SCHOOL.

One school is yet needed to complete the State's system of education that is a Reformatory School. But as it is reported that this matter is to be urged by another department of State, argument in favor of it is withheld here.

STATE COURSE OF STUDY.

As the recommendation and argument for the necessity of a State Course of Study being provided for by the Legislature, was made in my last report, the matter will not be treated of again, further than to say that the State Teachers' Association and County Superintendents' State Convention, both passed resolutions praying the Legislature to make provision for the adoption of a course of study uniform throughout the State, and yet flexible in its enforcement. A committee was appointed by the former body to wait upon the Legislature in regard to the matter, and for this reason, also, the subject will not be further discussed.

THE SUB-DISTRICT LAW.

Too much has been accomplished under the operations of this law and too many communities are basing their hopes upon it for the future for it not to be put in better shape on our statute books, all friction and confusion ought to be removed from its administration. All educational bodies of teachers and school officers have endorsed it, and asked for the perfection of the law. As it now stands on the statutes it is not Constitutional in all its provisions. It is my opinion that all confusion would be removed in the execution of this law, if the duties of Trustees were more clearly defined, their relation to other officers definitely stated, and the assessment and collection of these local taxes were authorized to be made by the Trustees, one of their number being elected assessor and collector, and he authorized to make a transcript from the assessor's book of the property embraced in his school district, then to run out his own assessments and the collection of the tax by him authorized and made mandatory. It certainly would be a great relief to county assessors and collectors to be relieved of the annoyance of separate district matters.

PART II.

STATE INSTITUTIONS.

Under this head will be found reports from each of the schools supported in whole or in part by legislative appropriation for higher education.

These reports all speak for themselves, and indicate a very healthy condition in that branch of the State's educational system.

As far as my own observation goes, I would say, without discrimination, that each is doing very satisfactory work.

If criticism be admissible, it would be to say, that some of them are not putting forth commendable efforts to increase their patronage. This is likely to remain the case so long as positions in the faculty of these institutions are not more largely filled by citizens of the State.

The State finds herself, in regard to her institutions for higher education, in the condition of a poor man with more children than he can provide for, yet each is the object of his special affections and he cannot decide which one could be spared.

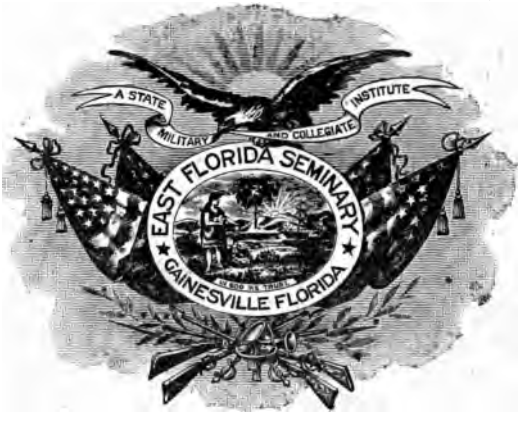
It would have been wiser at the outset, if the attempt had not been made to foster so many institutions for higher education, all competing for the same patronage. But it would be folly to agitate combination at this late day; the best possible must be done for all with the assurance that the patronage and resources of the State, under the advancing public schools, will grow commensurate with the number of such institutions.

Of course, ample provision will be made for the maintenance of the Institute for the Blind, Deaf and Dumb; no one will oppose providing liberally for that class of unfortunates.

While it is hoped that proper maintenance will be furnished each of these institutions, it is specially urged upon the Legislature to appropriate more liberally than ever for the State Normal Colleges. Their work is more intimately connected with the success of the public schools; and in addition to provis on for increase in the faculty of one of them, there is imperative need that provision should be made for buildings at both, especially for a Boys' Dormitory for the Normal School for whites at DeFuniak Springs.

The necessity for these demands will be presented to the Legislature at the proper time.

STATE INSTITUTIONS



EAST FLORIDA SEMINARY.

GAINESVILLE, FLORIDA.

Hon. W. N. Sheats, State Superintendent of Public Instruction, Tallahassee, Fla.:

DEAR SIR—In compliance with your request, I submit the following report of the affairs of East Florida Seminary for the two annual sessions ending respectively May 29, 1895, and May 26, 1896:

SESSION 1894–1895.

1. *Enrollment*—Male students, 50; female students, 38; total, 88.

Resident students, 47; non-resident, 41; total, 88.

(The non-resident students represented eleven counties of Florida and three States other than Florida.)

Number of graduates, eight; male, 5; female, 3.

2. *Curriculum*—The branches of study for session '94–'95 were grouped under the following departments:

(*a*) Mathematics: comprising Arithmetic, Algebra, Plane Geometry, Commercial Arithmetic, Book-keeping, Drawing.

(*b*) Physical Science: comprising Political and Descriptive Geography, Physical Geography, Physiology and Hygiene, Physics and Chemistry.

(*c*) History and English Language: comprising History of the United States, English Grammar, Rhetoric and Composition.

(*d*) Latin Language: comprising a two years' course in Latin.

(*e*) Military Science and Tactics: comprising Principles of Military Science, and the tactics of two arms of the service.

3. *Academic Board*—Edwin P. Cater, A. M., Superintendent, Mathematics and Latin.

N. H. Barnes, First Lieutenant U. S. Navy (retired), Commandant, Military Science, Natural Science.

Wilbur L. Floyd (Graduate S. C. Military Academy), English Language and Literature.

T. S. Lucas (Eleve U. S. Military Academy), History, Geography.

4. *Finances*—(*a*) Income from all sources:

January, interest on bonds	$1,754 50	
July, 1895, interest on bonds	1,149 00	
Appropriation for first six months '95	1,000 00	
Seminary fees of all sorts	1,057 57	$4,961 07

(*b*) *Expenditnre:*

Salaries, including treasurer's	$3,650 00	
Janitor and scavenger	275 00	
Incidental expenses	213 29	
Paid on debt	822 78	$4,961 07

SESSION 1895-1896.

1. *Enrollment.*—Male students, 46; female students, 54; total, 100.

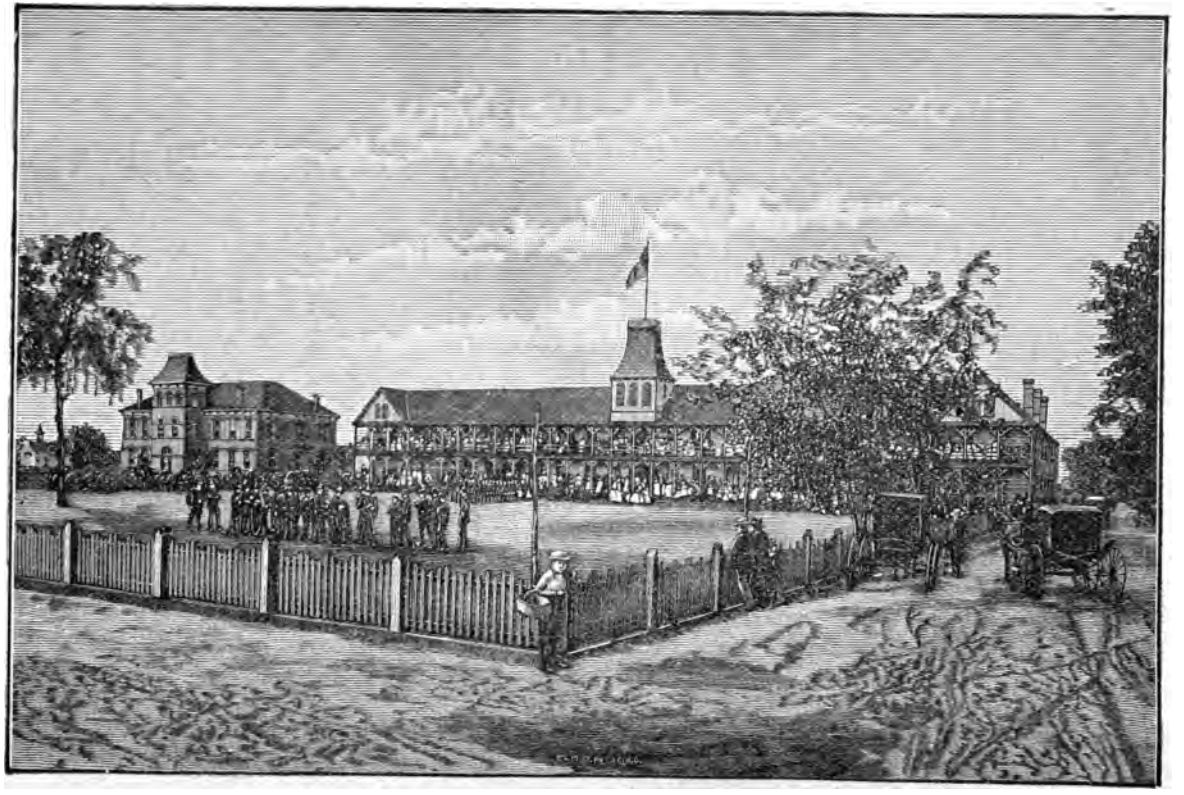
Resident students, male, 20; female, 43; total, 63.

Non-resident students, male, 26; female, 11; total, 37.

(The non-resident students represent ten counties of Florida, and four states other than Florida.)

2. *Curriculum.*—For session 1895-'96, the Board of Education changed the curriculum by dropping the lowest class of the previous session and adding one year's higher work, thus raising the grade of the academic work. In consequence of these changes, there were no graduates for 1896.

The branches of study were grouped under the following heads:



BARRACKS EAST FLORIDA SEMINARY

(*a*) Mathematics: comprising Arithmetic, Algebra, Plane Geometry, Plane Trigonometry, Plane Surveying, Commercial Arithmetic, Book-keeping, Drawing, Mensuration.

(*b*) Science: comprising Political and Descriptive Geography, Physical Geography, Physiology and Hygiene, Physics, Chemistry, Zoology, Botany, Civil Government, Pedagogy, and Mental Science.

(*c*) History and English Language: comprising History of the United States, General History, English Grammar, Rhetoric, Literature, Elocution, Composition.

(*d*) Latin Language: comprising a three year's course in Latin.

(*e*) Military Science and Tactics: comprising Principles of Military Science, and the tactics of two arms of the service.

3. *Academic Board*—Edwin P. Cater, Superintendent, Mathematics and Latin.

Chas. H. Cabaniss, Jr., First Lieutenant U. S. Army, (retired) Commandant, Military Science and Natural Science.

W. L. Floyd (Graduate S. C. Military Academy), English Language and Literature.

T. S. Lucas (Eleve U. S. Military Academy), History and Geography.

W. F. Yocum, A. M., D. D., Psychology and Pedagogy.

4. FINANCES.

(*a*) *Income from all sources:*

January, 1896, interest on bonds.....	$1,754 50	
Appropriation for 1895-'99.....	2,000 00	
July, 1896, interest on bonds.....	1,149 00	
Seminary fees.....	450 10	—$353,5 60

(*b*) EXPENDITURES:

Salaries (as below)	$4,010 00	
Janitor and scavenger.....	240 00	
Repairs	1,025 00	
Incidental account.....	78 60	—$5,353 60

The salaries were apportioned as follows: Superintendent, $1,200; Commandant, $900; Major Floyd, $800; Maj. Lucas, $800; Dr. Yocum, $240; Treasurer, $50; Elocutionist, $20.

The repairs, were painting the barracks building, and putting new fences around the entire grounds.

(*c*) EXPENSES OF ANNUAL SESSION:

Incidental fee paid at entrance, $5; Jan., $5.....	$ 10 00
Books and stationery, about	6 00
Uniform outfit—one half at entrance, one-half Feb..	25 00

Board, October 5 to June 3, excluding Christmas vacation	88 00
Washing and fuel, about	15 00
Total	$144 00

Board, as above estimated, includes room rent, room furniture complete, table board and gas bills.

BUILDINGS AND GROUNDS.

(*a*) *Academic Buildings*—This building is of brick, two-stories high, and contains a large assembly room, library and store room, and four roomy and well arranged class-rooms. All the rooms are furnished with modern furniture and educational appliances.

(*b*) *Barracks or Domitory*—This building is of wood, well arranged and commodious, and is the home of instructors and non-resident cadets.

(*c*) *Cost*—The entire cost of the academic building, including furniture was paid by the town of Gainesville; the barracks was built and furnished by the State.

(*d*) *Board*—Table board is supplied at the moderate cost of $10.00 per scholastic month.

(*e*) *Repairs*—The assembly room of the academic building is badly in need of repairs and ought to be re plastered. The other rooms are in good repair. The barracks building is in fairly good condition.

INCOME.

The income of East Florida Seminary is less than that of either of the other State Institutions, and is not sufficient to keep the school up to its present high grade.

It is therefore to be hoped that the Legislature of 1897 will continue the appropriations made by the Legislature of 1891-'93. A very slight investigation will show that this Seminary has made excellent returns to the State for all moneys expended upon it. Its students continue to do credit to themselves and their Alma Mater in many places of usefulness and influence, and especially are they doing good work in the public schools.

The following letter lately received from Superintendent Holloway, of Alachua county, will attest the last statement :

"Having been in a position for a number of years where it is necessarily incumbent upon me to pass upon the relative merits of teachers coming from the various educational institutions of the State, it affords me pleasure to say that the graduates of the East Florida Seminary have been uniformly

successful, not only in grade of examination, but in the efficiency of the work done in the schoolroom, proving themselves firm disciplinarians, and earnest, efficient instructors."

Students from this Seminary were successful in the late competitive examinations for appointments to West Point and Annapolis.

The Military Department has furnished many of the most efficient officers of the State Troops, and the two officers so highly complimented by the Inspecting Officer of the U. S. Army received their military training at this school.

PRESENT GRADE OF EAST FLORIDA SEMINARY.

At the meeting in May, 1896, the Board of Education made radical changes in the curriculum of the school, dropping all strictly preparatory studies, and adding higher branches, so that the institution is now on a strictly collegiate basis. The higher grade may have a tendency at first to lower the attendance rate, but will in the end greatly increase the usefulness of the school.

ESTIMATED FINANCIAL STATUS AT CLOSE OF SESSION 1896-'97.

For purposes of reference, I append the following statement:

Warrants outstanding.....	$ 109 91	
Salaries to July 1, 1897.....	1,850 00	—$1,951 91
Cash on hand..... ..	$ 354 73	
July, 1897, interest on bonds.....	1,149 00	—$1,503 73

Showing a deficit of $456.18.

APPROPRIATION NEEDED.

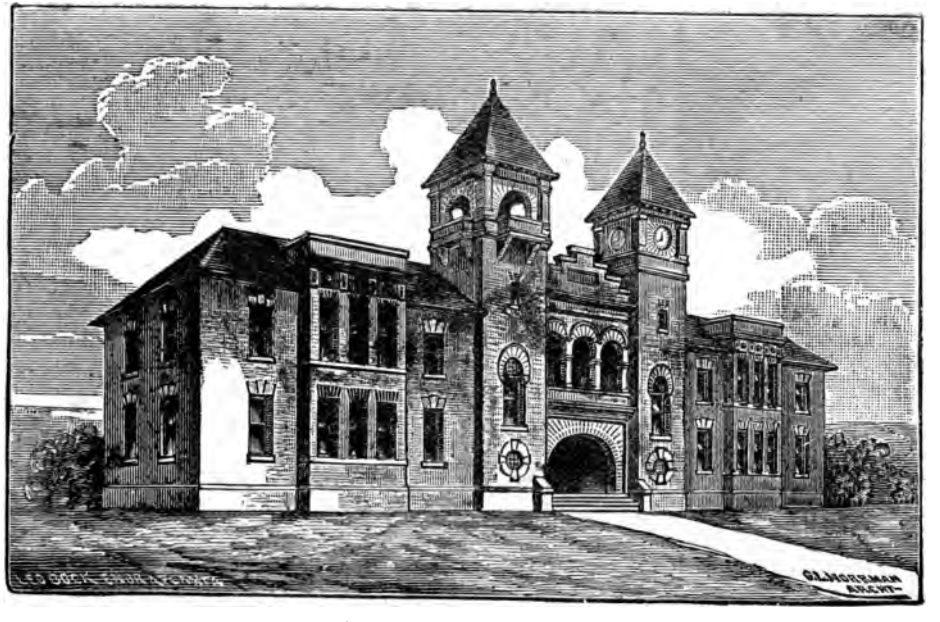
It is to be hoped that the Legislature of 1897 will make as liberal appropriations as possible for the State schools, and that these appropriations will be made in such a way as not to give one school an advantage over others in the matter of securing attendance of students.

In conclusion, it is gratifying to be able to report that notwithstanding the advanced requirements, the attendance for the present session, 1896-97, is almost up to that of preceding sessions, and that good work is being done by both instructors and students.

Very truly yours,
EDWIN P. CATER,
Supt. E. F. Seminary.

R. A. LANCASTER,
President.

W. R. THOMAS,
Sec'y Executive Committee.



SEMINARY WEST OF THE SUWANNEE.

SEMINARY WEST OF THE SUWANNEE.

TALLAHASSEE, FLORIDA.

Hon. W. N. Sheats, State Superintendent of Public Instruction, Tallahassee, Fla.:

DEAR SIR—In compliance with your request of recent date, I herewith submit a report of the Seminary West of the Suwannee River, for the last two scholastic years, dating from February, 1894, when my last report was presented. My aim shall be to show in a general way the scope and character of the work done, and some of the results attained, as well as to point out some of the special needs of the institution.

Our faculty is the same in number as two years ago, although its personnel is somewhat different. It is comprised of well qualified and experienced teachers, each having the special preparation needed to do vigorous and effective work in his or her department. Its members with their departments of instruction are as follows:

A. F. Lewis, A. M., President, History, Political Science and Philosophy.

Miss Elizabeth Bangs, A. B., Latin and French.

J. A. Arbuckle, A. B., Natural Science and Commercial Branches.

A. A. Murphree, A. B., Mathematics and Elocution.

Miss Mallie Dyer, A. B., English and German.

W. S. Whiteman, Jr., A. B., Greek, and the Preparatory Department.

Under the joint charter of the Seminaries East and West of the Suwannee River, and subsequent acts of the State Legislature, it would be competent for the Board of Education of the Seminary to organize and maintain a university, had they the means at their disposal, but in view of the limited income of the institution, and of the fact that in the past few years special schools for technical training have been founded by the Legislature, they propose to limit the scope of instruction in the Seminary, mainly to high school and collegiate courses adapted to the purposes of general education, having the question of development in other directions indicated in its charter to the wisdom of future Legislatures. In this field as a classical and literary college, it stands in the front rank of the State's educational institutions, offer-

ing a full course in both the ancient classic languages, Latin and Greek; in French and German, in Mental and Moral Science, and in Civics and International Law, while it offers strong courses in Mathematics, Physical Science, Economics, History and English.

A synopsis of the Bachelor of Arts course, which has not been given in any previous report, is as follows:

BACHELOR OF ARTS COURSE.*

FRESHMAN YEAR—FIRST TERM.

English—Rhetoric; Composition; Study of English Masterpieces. *Mathematics*—Higher Algebra. *History*—Study of the History and Institutions of Greece. *Latin*—Caesar, two books; Cicero's Oration pro Milone; Grammar; Exercises in Prose Composition. *Greek*—Grammar; Exercises in Prose Composition. *French*—Grammar and Exercises.

SECOND TERM.

English—Rhetoric; Composition; Study of English Masterpieces. *Mathematics*—Geometry of the Plane. *History*—Study of the History and Institutions of Rome. *Latin*—Virgil's Æneid; Grammar; Exercises in Prose Composition. *Greek*—Grammar; Exercises; Xenophon's Anabasis, Book 1. *French*—Grammar and Exercises; Easy Prose Selections.

SOPHOMORE YEAR—FIRST TERM.

History—Study of the Middle Ages. *Mathematics*—Solid Geometry. *Science*—Chemistry. *Latin*—Select Orations of Cicero; Livy; Advanced Grammar and Composition. *Greek*—Xenephon's Anabasis and Hellenica; Advanced Grammar and Composition. *Elocution*—Lectures and Recitations twice a week; Essays and Declamations once a month. *French*—Advanced Grammar and Exercises Selections from Standard Authors in Prose and Verse.

SECOND TERM.

History—Study of the Modern Era. *Mathematics*—Plane Trigonometry. *Science* — Chemistry. *Latin* — Selections from the Satires or Epistles of Horace; Latin Prosedy. *Greek*—Selections from Herodotus or Plutarch; Homer's Odyssey; Advanced Grammar and Composition. *Elocution*—Lectures and Recitations twice a week; Essays and

*French and German may be studied instead of Greek in this course—French in the Freshman and Sophomore years, and German in the Junior and Senior years.

Declamations once a month. *French*—Advanced Grammar and Exercises; Selections from Standard Authors in Prose and Verse.

JUNIOR YEAR—FIRST TERM.

Philosophy—Psychology. *Mathematics*—Spherical Trigonometry; Mensuration and Surveying. *Science*—Physics. *Latin*—Tacitus' Germania and Agricola; Latin Idioms. *Greek* — Lysias; Greek Idioms. *Elocution* — Original Speeches. *German*- Grammar and Exercises.

SECOND TERM.

Philosophy — Logic. *Mathematics* — Analytical Geometry. *Science* — Physics. *Latin*—Comedies of Terence. Latin Literature. *Greek*—Demosthenes; Greek Literature; *Elocution* — Original Speeches. *German* — Grammar and Exercises; Graded Selections.

SENIOR YEAR—FIRST TERM.

English—The Study of the Literature of the Language. *Philosophy* — Political Economy. *Science* — Geology. *Latin*—Selections from Juvenal and Plautus. *Greek*—Homer's Illiad; Greek Prosody. *German*—Advanced Grammar and Exercises; Selections from Standard Authors.

SECOND TERM.

English—The Study of the Literature of the Language *Philosophy*—Ethics. *Political Science*—International Law and Constitutional Government. *Science* — Astronomy. *Greek*—Plato's Crito and Apology; Sophocles or Euripides. *German*—Advanced Grammar and Exercises; Selections from Standard Authors.

The Bachelor of Letters Course is similar to this except, that it requires only one language throughout the course, Latin for four years, or French and German for two years each.

To furnish a thorough preparation for these courses, and to provite a good elementary education for those who cannot for any reason go further; the following Preparatory and High School Courses are offered:

PREPARATORY CLASS.

First Term—Elementary English Grammar and Composition; Practical Arithmetic; Descriptive Geography; United States History; Writing and Spelling.

Second Term—Elementary English Grammar and Composition; Practical Arithmetic; Elementary Elocution; United States History; Writing and Spelling.

SECOND CLASS—CLASSICAL COURSE.

First Term—English Grammar and Composition; Complete Arithmetic; Latin Grammar and Exercises; English History; Writing and Spelling.

Second Term—English Grammar and Composition; Complete Arithmetic; Latin Grammar and Exercises; Elementary Civics; Writing and Spelling.

FIRST CLASS—CLASSICAL COURSE.

First Term—English Analysis and Composition; Elementary Algebra; Latin Grammar, Composition and Reader· Physiology; Drawing.

Second Term—Elementary Rhetoric and Composition; Elementary Algebra; Latin Grammar and Composition and First and Second Books of Cæsar; Botany; Drawing.

SECOND CLASS—BUSINESS COURSE.

First Term—English Grammar and Composition; Complete Arithmetic; Physical Geography; English History; Writing and Spelling.

Second Term—English Grammar and Composition; Complete Arithmetic; Elementary Zoology; Elementary Civics; Writing and Spelling.

FIRST CLASS—BUSINESS COURSE.

First Term—English Analysis and Composition; Elementary Algebra; Book-Keeping; Physiology; Drawing.

Second Term—Elementary Rhetoric and Composition Elementary Algebra; Book-Keeping and Commercial Law;· Botany; Drawing.

FIRST CLASS—NORMAL COURSE.

The studies of this class during the Second High School Class are the same as those of the Classical or the Business Course. In the First High School-Class the following may be taken in lieu of Latin, or Physical Geography and Elementary Zoology or in addition to these subjects:

First Term—Pedagogy and School Management.

Second Term—Practical Class-room Drill and Lectures on Teaching.

The need for our Preparatory Class, which has been maintained for the past four years, and is really Grammar School work, is found in the fact that it is only through

it that the advantages of the Seminary can be extended to many who, from causes beyond their control, would otherwise not be able to enter our lowest High School Class. In order to avoid unnecessary and expensive duplicate teaching, the work of this class has been lately co-ordinated with that of the Graded School of Leon county, so that students finishing the course of that school can enter it without further examination. It is to be hoped that a similar arrangement may soon be made with other county schools, so that students from them may regularly be promoted to the Seminary without friction and loss of time, and may have the opportunity of pursuing a continuous course to graduation. We realize, however, that many, from lack of means and other causes, will not be able to proceed to a degree, and so the High School Department has been amplified by the addition of the courses in Commercial Science and Normal Training, and has been made quite complete in itself. It furnishes in its Classical Course the essentials of a well-rounded English education, and in its special courses (which are not extensive enough to be intended to fully supply the place of those offered in Business Colleges and Normal Schools) it gives the fundamental technical training needed for practical life and citizenship. The aim of the college courses is not so much to make specialists in any particular department as to furnish that broad culture upon which subsequent professional work of any kind may be built with profit.

The facilities of the Seminary for profitably conducting these courses are fairly good, although these could be profitably enlarged in many directions. Besides a small well-selected reference library, it is provided with improved maps, charts, models, instruments and technical apparatus for illustration and practical instruction in the different subjects. The laboratories of physics and chemistry have recently been considerably improved, and are now well supplied with all the apparatus and materials needed for extensive courses in these branches. They could, however, be yet considerably expanded with great usefulness, as could our library.

Our work for the past two years has moved forward in much the same channels as the previous two years, but has shown good progress in its improved character and in the widening and deepening of its scope. It has also not been without expansion in its results as is noticed by our increased enrollment, both local and from other places, and by the increased number of our graduates. There were 110 students in attendance during the session of 1895-96; and already this year 121 are enrolled, with reasonable prospects that this

number will be somewhat increased at the middle of the year, as is usually the case. Of these, sixty-five are young ladies and fifty-six are young men. They constitute a promising body of students and are susceptible of great service to themselves and the states they represent. The larger area from which the students of the Seminary are being drawn is shown by the fact that during the past two years eleven counties of Florida and three other States have been represented by them. The ratio of attendance of students from other counties to local students has especially increased during the present term, fully twenty per cent. of the attendance being from adjoining counties.

Another indication of enlarging usefulness is found in the increase of the number of students in the upper classes who complete their course and go forward to a degree. In the past two years, eight graduates have received the diploma of the Seminary, five taking the degree of Bachelor of Letters, and three that of Bachelor of Arts. We are confident that they will compare quite favorably in attainments with the alumni of the average Southern college. While our standard of graduation is comparatively high and is strictly enforced, and we desire to be known rather for the thoroughness of our work than the number of our graduates, it is encouraging to know that an increasing number are able to avail themselves of the full benefits of the Seminary. The young people of Florida, from lack of means if for no other reason, must largely depend upon her own schools, especially her State Institutions, for their higher education. If we are to have these schools, and we surely need them, they should certainly be made as good as possible, and their full benefits should be brought within the reach of as many as possible. The courses of the Seminary have been planned, and its management conducted, with a view to accommodate as far as its means would allow, the true needs of those who have a right to look to it for training. We are confident that, if their means of living could be cheapened somewhat, many students already here would be able to continue their courses to much greater length, and others from other parts of the State would be able to obtain for themselves the advantages of the Seminary, from which, for lack of means, they are now debarred. A neat and commodious dormitory, mentioned in our last report as one of the great wants of the institution, has not yet been supplied, and is still greatly needed. It would doubtless speedily remove the largely local character of the school, besides greatly enlarging its usefulness. In it, board could be furnished at more reasonable rates than can now be obtained in private families, and

much better supervision could be secured over the conduct and habits of the students—an object greatly to be desired. The patronage of the Seminary is now good, but it could accommodate many more students, especially in its upper classes, and it is to be hoped that the time is soon coming when public munificence shall supply the means needed to make its present facilities available for many who are now deprived of them.

Respectfully submitted,
A. F. LEWIS,
President.

STATE AGRICULTURAL COLLEGE.

Hon. W. N. Sheats, State Superintendent of Public Instruction, Tallahassee, Fla.:

SIR—It affords us pleasure to report that the Florida State Agricultural College at Lake City continues to make progress in all its work. We have a fine body of students who are faithful in their duties; the health of all has been excellent; the moral atmosphere is wholesome; the progress in studies has been encouraging.

During the year 1894–5 the attendance reached the number of two hundred and five, (205), the highest in the history of the college. Even the great freezes of December '94 and February '95 made but slight reduction in attendance. During the year 1895–6 the enrollment was two hundred and three (203), only two less than the preceding year, although the hard times were more severe than for years. This attendance indicates that the Florida people are appreciating the very superior advantages offered by our college for the education of youth.

The faculty includes nineteen (19) members, of whom fourteen (14) are men, and five (5) are women. The work of all is of a high character.

The College Mess Hall has given satisfactory service. For the small sum of $10.00 a month, we are giving a table that is abundantly supplied with wholesome, well-cooked food. In the Mess Hall are employed one woman and four men. A small laundry has been established during the past year which does the laundry work for the kitchen, dining-room, and bath room. The equipment of the kitchen, pantries, and dining-room has been greatly improved during the past two years, partly by aid of the State appropriation made by the last Legislature.

The bath-house, built in the fall of 1895, has proved of great service. It has eleven tubs, supplied with cold and hot water, where all students get free baths. It adds very much to convenience, comfort, and health. Two janitors and men of all work are employed in the care of buildings, firing and running the engine for the shops, and draying for the Mess Hall.

The college has four courses of instructions—the Agricultural Course, the Mechanical Course, and the Women's Course,

all of which lead to the degree of Bachelor of Science; and the Latin-Scientific Course, which leads to the degree of Bachelor of Arts. These courses are each four years in length, and are equivalent in difficulty and in honor.

The following are the studies of these four courses:

COURSE OF INSTRUCTION.

AGRICULTURAL COURSE—FRESHMAN YEAR.

Fall Term—English, 5; Mathematics, 5; Physics, 2; Drawing, 3; Military; Laboratory work in Physics, 3; Laboratory work in Wood-shop, 2*.

Winter Term—English, 5; Mathematics, 5; Physics, 2; Drawing, 3; Military; Laboratory work in Physics, 3; Laboratory work in Wood-shop, 2.

Spring Term—English, 5; Mathematics, 5; Agriculture, 3; Botany, 2; Military; Laboratory work in Wood-shop, 2; Laboratory work in Botany, 1; Laboratory work in Agriculture, 1.

SOPHOMORE YEAR.

Fall Term—Mathematics, 5; Chemistry, 3; English, 2; Botany, 2; Agriculture, 3; Military; Laboratory work in Chemistry, 2; Laboratory work in Botany, 2; Laboratory work in Agriculture, 1.

Winter Term—Mathematics, 5; Zoology, 3; Horticulture, 2; Chemistry, 3; English 2; Military; Laboratory work in Zoology, 1; Laboratory work in Horticulture, 1; Laboratory work in Chemistry, 2; Laboratory work in Surveying, 1.

Spring Term—History and English, 5; Chemistry, 2; Horticulture, 3; Mathematics, 5; Military; Laboratory work in Chemistry, 3; Laboratory work in Horticulture, 1.

JUNIOR YEAR.

Fall Term—History, 5; Physics, 3; Agricultural Chemistry, 2; German, French, or Spanish, 5; Military; Loboratory work in Physics, 2; Laboratory work in Chemistry, 2; Speeches and Essays, 1.

Winter Term—Physics, 3; Agricultural Chemistry, 2; Anatomy and Physiology, 3; English, 2; German, French,

*Exercises in laboratories continue for two hours.

or Spanish, 5; Military; Laboratory work in Anatomy and Physiology, 2; Laboratory work in Chemistry, 3.

Spring Term—Chemistry, 3; Horticulture, 2; Political Economy, 4; German, French, or Spanish, 5; Military; Laboratory work in Chemistry, 2; Laboratory work in Horticulture, 1; Laboratory work in English, 2.

SENIOR YEAR.

Fall Term—Physiological Botany, 2; Entomology, 3; Psychology, 3; Analytical Chemistry, 2; German, French, or Spanish, 5; Military; Laboratory work in Entomology, 2; Laboratory work in Botany, 1; Laboratory work in English, 2.

Winter Term—Geology, 3; Agriculture, 3; Logic, 3; Analytical Chemistry, 2; German, French, or Spanish, 5; Military; Laboratory work in Geology, 2; Laboratory work in Agriculture, 1; Laboratory work in English, 2.

Spring Term—Agriculture, 2; History of English and U. S. Constitutions; Ethics, 3; German, French, or Spanish, 5; Military; Laboratory work in Agriculture, 1; Laboratory work in English, 2; Analytical, 2.

MECHANICAL COURSE—FRESHMAN YEAR.

Fall Term—English, 5; Geometry, 5; Physics, 2; Drawing, 3; Military; Laboratory work in Physics, 3; Laboratory work in Wood-shop, 2.

Winter Term—English, 5; Mathematics, 5; Physics, 2; Drawing—Mechanical, 5; Military; Laboratory work in Physics, 3; Laboratory work in Wood-shop, 2.

Spring Term—English, 5; Mathematics, 5; Drawing—Mechanical, 5; Military; Laboratory work in Wood-shop, 5.

SOPHOMORE YEAR.

Fall Term—Mathematics, 5; Chemistry, 3; English, 2; Descriptive Geometry, 5; Military; Laboratory work in Chemistry, 2; Laboratory work in Shop, 3.

Winter Term—Mathematics, 5; Chemistry, 3; English, 2; Mechanical Drawing, 5; Military; Laboratory work in Surveying, 1; Laboratory work in Chemistry, 2; Laboratory work in Shop, 2.

Spring Term—History and English, 5; Mathematics, 5; Chemistry, 2; Mechanical Drawing, 5; Military; Laboratory work in Surveying, 2; Laboratory work in Shop, 3.

JUNIOR YEAR.

Fall Term—Physics, 3; Mechanical Drawing, 5; Analytical Geometry, 5; German, French, or Spanish, 5; Military; Laboratory work in Physics, 2; Laboratory work in English, 1; Laboratory work in Shop, 2.

Winter Term—Physics, 3; English, 2; Mechanical Drawing, 3; Calculus, 5; German, or French, or Spanish, 5; Military; Laboratory work in Physics, 2; Laboratory work in Shop, 2.

Spring Term—Calculus, 5; Political Economy, 4; German, French, or Spanish, 5; Military; Laboratory work in Shop, 2; Laboratory work in Mechanical Drawing, 5; Laboratory work in English, 1.

SENIOR YEAR.

Fall Term—Steam Engine, Hydraulics, 3; Mechanics, 5; Seninor Drawing, 5; German, French, or Spanish, 5; Military; Laboratory work in Shop, 2; Laboratory work in Steam Engine, 1; Laboratory work in English, 2.

Winter Term—Electricity, Machine Design, 5; Senior Drawing, 5; Mechanics, 3; German, French, or Spanish, 5; Military; Laboratory work in Electricity, 1; Laboratory work in Shop, 2; Laboratory work in English, 2.

Spring Term—Thermodynamics, 2; History of English and U. S. Constitutions, 5; Senior Drawing, 5; German, French, or Spanish, 5; Military, Laboratory work in Shop, 2; Laboratory work in Thermodynamics, 1; Laboratory work in English, 2.

LATIN-SCIENTIFIC COURSE—FRESHMAN YEAR.

Fall Term—English, 5; Mathematics, 5; Latin, 5; Drawing, 3, and Physics, 2; Military; Laboratory work in Physics, 3.

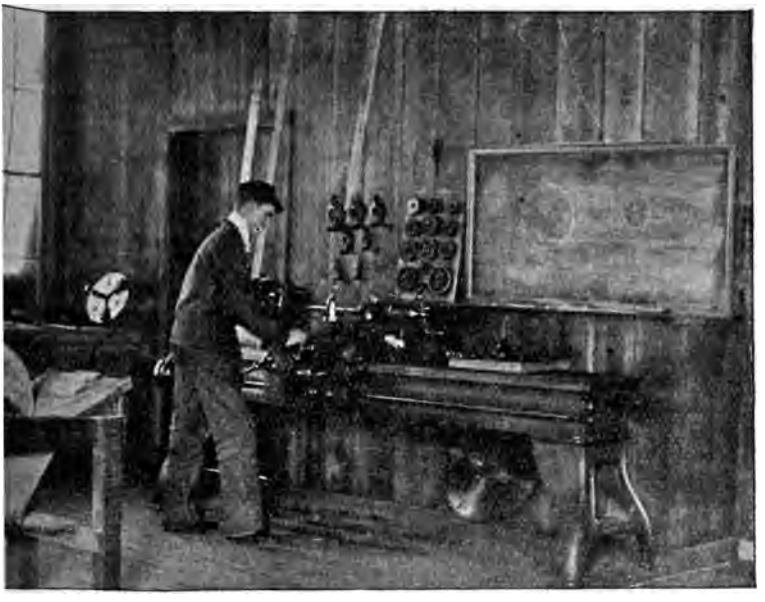
Winter Term—English, 5; Mathematics, 5; Latin, 5; Drawing 3 and Physics, 2; Military; Laboratory work in Physics, 3.

Spring Term—English, 5; Mathematics, 5; Latin, 5; Botany, 2; Military; Laboratory work in Botany, 1; Laboratory work in Shop, 2.

SOPHOMORE YEAR.

Fall Term—Mathematics, 5; Chemistry, 3; English, 2; Botany, 2; Latin, 5; Military; Laboratory work in Chemistry, 2; Laboratory work in Botany, 2.

Winter Term—Mathematics, 5; Chemistry, 3; English, 2;



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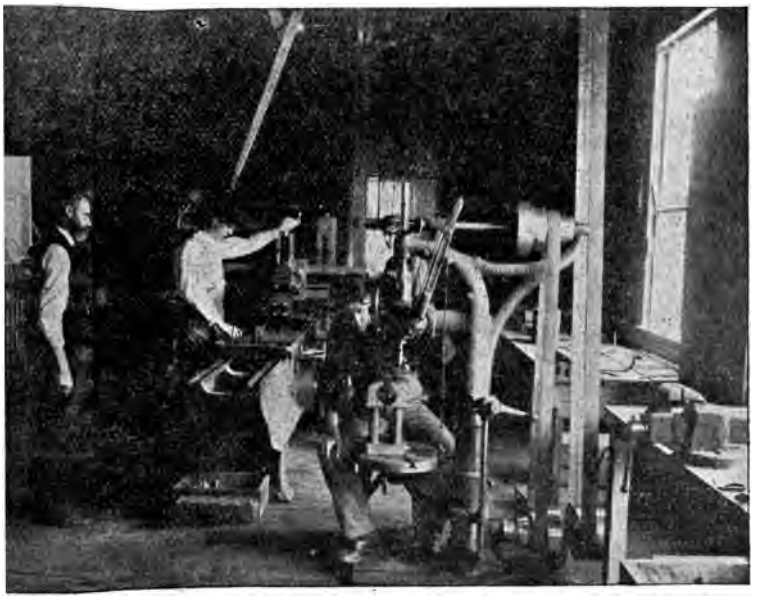

IRON SHOP—PLANER AND DRILL.

Zoology, 3; Latin, 5; Military; Laboratory work in Surveying, 1; Laboratory work in Zoology, 1; Laboratory in Chemistry, 2.

Spring Term—History and English, 5; Mathematics, 5; Latin, 5; Military; Laboratory work in Surveying, 2; Laboratory work in English, 3.

JUNIOR YEAR.

Fall Term—History, 5; Physics, 3 or Analytical Geometry, 5; Latin or German, 5; French or Spanish, 5; Military; Laboratory work in Physics, 2.

Winter Term—Physics, 3, or Mathematics, 5, or Anatomy and Physiology, 3; English, 2; Latin or German, 5; French or Spanish, 5; Military; Laboratory work in Anatomy and Physiology, 2; Laboratory work in Physics, 2.

Spring Term—Political Economy, 4; Mathematics, 5, or English, 5; Latin or German, 5; French or Spanish, 5; Military; Laboratory work in English, 1.

SENIOR YEAR.

Fall Term—English, 3; Psychology, 3; Latin, 2, or German, 5*, French or Spanish, 5; Physiological Botany, 2; Military; Laboratory work in Botany, 1; Laboratory work in English, 2.

Winter Term—English, 3; Geology, 3; Logic, 3; Latin, 2, or German, 5; French or Spanish, 5; Military; Laboratory work in Geology, 2; Laboratory work in English, 2.

Spring Term—Ethics, 3; History of English and U. S. Constitutions, 5; Latin, 2; French or Spanish, 5; German, 5; Military; Laboratory work in English, 2.

WOMAN'S COURSE.

FRESHMAN YEAR.

Fall Term—English, 5; Mathematics, 5; Drawing, 3; Physics, 2; Laboratory work in Wood Carving, 2; Laboratory work in Physics, 3.

Winter Term—English, 5; Mathematics, 5; Drawing, 3; Physics, 2; Laboratory work in Wood Carving, 2; Laboratory work in Physics, 3.

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* Students taking German, omit Latin and English, but take English Laboratory.

Spring Term—English, 5; Mathematics, 5; Botany, 2; Physics, 3; Laboratory work in Wood Carving, 2; Laboratory work in Botany, 1; Laboratory work in Physics, 1.

SOPHOMORE YEAR.

Fall Term—English, 5; Mathematics, 5; Chemistry, 3; Botany, 2; Laboratory work in Chemistry, 2; Laboratory work in Botany, 2.

Winter Term—English, 5; Chemistry, 3; Mathematics, 5; Zoology, 3; Laboratory work in Chemistry, 2; Laboratory work in Zoology, 1.

Spring Term—History and English, 5; Mathematics, 5; Horticulture, 2; Laboratory work in Horticulture, 1; Laboratory work in English. 2.

JUNIOR YEAR.

Fall Term—History, 5; German, 5; Spanish or French, 5; Typewriting, 5; Laboratory work in English, 1.

Winter Term—Anatomy and Physiology, 3; German, 5; English, 2; Spanish or French, 5; Laboratory work in Anatomy and Physiology, 2; Laboratory work in English, 2.

Spring Term—Political Economy, 4; German, 5; Spanish or French, 5; Laboratory work in English, 2.

SENIOR YEAR.

Fall Term—English, 3; Spanish, French, or German, 5; Psychology, 3; Botany, Physiological, 2; Laboratory English, 2; Laboratory Botany, 1.

Winter Term—Geology, 3; Logic, 3; English, 3; Spanish, French, or German, 5; Laboratory work in Geology, 2; Laboratory work in English, 2.

Spring Term—Ethics, 3; History of English and U. S. Constitutions, 5; English, 3; Spanish, French, or German, 5; Laboratory work in English, 2.

Declamations, essays, or original speeches are required every term throughout the course.

BUSINESS COURSE.

In addition to these four regular courses of four years in length, we have a one-year Business Course, which trains students in those branches specially needed in the commercial world. The studies of this course are:

FALL TERM.

Book-keeping—Theory of Accounts, Single Entry; illustrating in three sets, book-keeping for farmers and retail merchants, with practical work in the use of checks, notes and drafts; Double Entry—Twelve graded exercises in journalizing; Set Four, embracing a complete set of books with drill in trial balances, admitting partner, closing the ledger and statements.

Commercial Arithmetic (three hours per week); Percentage, Profit and Loss, Discount, Commission, Brokerage, Interest; *Commercial Law* (two hours per week); Contracts, Negotiable Paper, Personal Property, Agency; *English* (five hours); *Penmanship* (five hours).

WINTER TERM.

Book-Keeping, Double Entry—Six Sets, illustrating the business of a lumberman, wholesalers, corporations and manufacturers, and introducing the six column journal, purchase and sales books, special columns and auxiliary ledgers; *Commercial Arithmetic* (three hours); Partial payments, Ratio and Proportion, Foreign and Domestic Exchange, Equation of Accounts; *Commercial Law* (two hours); Partnership, Corporations, Common Carriers, Master and Servant, Landed Property; *English* (five hours); *Penmanship* (five hours).

SPRING TERM.

Book-keeping, Double Entry—Commission and Banking, Inter-communication; Business Practice; *Commercial Arithmetic* (five hours); Partnership Settlements, Savings and National Banks, Storage and Commission, General Average; *English* (five hours); *Penmanship* (five hours).

STENOGRAPHY, TYPE WRITING, TELEGRAPHY.

We have also a Course in Stenography, Type Writing and Telegraphy, one year long. Its studies are:

Phonography (Benn Pitman's System); Typewriting; Reporters' Speed Practice; Correspondence; Dictation; Punctuation; Spelling; Legal Work.

FIRST TERM.

Manual of Phonography; Spelling; Punctuation; English; Typewriting.

SECOND TERM.

Reporters' Companion; Spelling, Punctuation, etc.; Phonetic Outlines; English; Typewriting; Dictation, including Legal Work, Business Correspondence, etc.

THIRD TERM.

Dictation, including Business Letters, Legal Work, etc.; Speed Practice; Phonetic Outlines; English; Spelling, Punctuation, etc.; Typewriting.

PREPARATORY SCHOOL.

As many of our students come from portions of the State where the schools do not give suitable preparatory training it is thought advisable to maintain at the college a Preparatory Course, of one year in length, to train students for the regular college classes. The studies of this course are:

COURSE OF STUDY IN THE PREPARATORY SCHOOL.

FALL TERM.

Arithmetic—Complete, beginning at Percentage; Wentworth's Grammar School Arithmetic; *Grammar*—Whitney and Lockwood's English Grammar; *Parallel* Reading (required of all students of English); Hughes' *Tom Brown at Rugby.* Dickens' *Child's History of England*; *Physical Geography*—Maury's Revised Physical Geography; *Latin*—Collar and Daniell's First Latin Book: *English Masterpieces*—Students who do not study Latin will make a study in class of Irving's *Sketch Book*, and of Scott's *Lady of the Lake.*

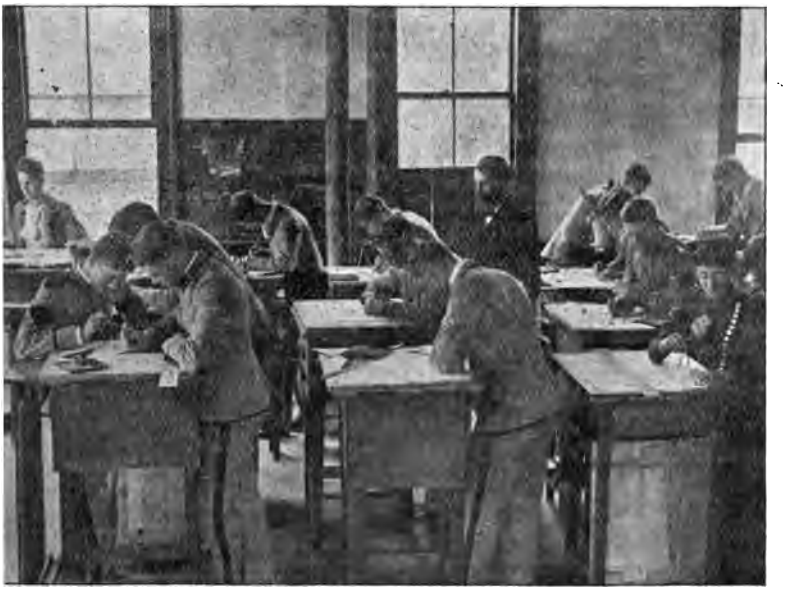
WINTER TERM.

Algebra—Wentworth's First Steps in Algebra; *Composition*—Lockwood's Lessons in English; *Parallel Reading*—The Swiss Family Robinson. Fisk's Washington and His Country (Irving); *History*—Hansell's History of the United States; *Latin*—Collar and Daniell's First Latin Book; *English Masterpieces*—Students not studying Latin will read Whittier's *Snow Bound* and Dickens' *Christmas Carols.*

SPRING TERM.

Algebra—Wentworth's College Algebra; *Composition*—Lockwood's Lessons in English; *Parallel Reading*—Scott's

LABORATORY WORK—SECTION OF CLASS IN BOTANY.



MECHANICAL DRAWING.

Ivanhoe; Hawthorne's *Wonderbook for Boys and Girls*; *History*—Hansell's History, completed, and *Young's Government Text Books*; *Latin*—Collar and Daniell's First Latin Book; Gradatim; *English Masterpieces*—Students not studying Latin will read Longfellow's *Courtship of Miles Standish;* Hawthorne's *True Stories from New English History.*

Instruction will be given, throughout the year, in penmanship. Students not studying Latin will take a year's course in Woodwork, in which they will work in the wood-shop one hour a day, under the instruction of an expert worker in wood. Compositions and declamations are required in connection with grammar and rhetoric.

A great change has come over the methods of teaching in modern times. Rote work is largely giving place to laboratory work. The text-book is still used, but it is less important than the note-book of the student. The text-book on anatomy aids the student of anatomy, but the subject on the dissecting table is the source whence the student's scalpel, guided by the steady hand and the keen eye, reveals to his eager brain the mysteries of the animal body. The text-book of botany is a repository of facts, but the roots, and stems, and leaves, and fruits which are given to the students for observation are the real source whence he gets his knowledge of botany; and the microscope becomes for him a powerful eye to reveal the minute structure of the most delicate tissues. In chemistry the text-book is a means of informing the student of what others have discovered and of the methods they pursued, but his knowledge of chemistry is gained by his own use of the test-tube, the reagent, the balance, the blow-pipe and of all the beautiful apparatus of the modern chemical laboratory.

In the study of language the text-book of grammar is but an unimportant aid. The knowledge of language is obtained as teacher and student use the language as a living speech, and by this use acquire such facility with the foreign tongue as will by and by unlock for them the richest expressions of oratory and poetry which the genius of foreign people, ancient or modern, has reached. An American child, of five years old, turned loose in the streets of Berlin, will learn German more rapidly and correctly than the mature man can acquire it by aid of all the German grammars that ever were written. Language learned in this way, in the laboratory, that is in the class-rooms of the modern teacher, becomes an instrument of practical value. The student can think in the new language.

He can appreciate at their full worth the mighty works of Vergil and Shakespeare, of Victor Hugo and Cervantes and Goethe.

This laboratory method is everywhere the method of the "New Education." It is pursued in all departments of the great schools of England, Germany, France and the United States. In endeavoring to fulfill faithfully the responsible trust put into our hands by the Legislature of Florida, we have tried to secure professors for the Agricultural College whose training, experience and ability would enable them to give to the youth of our noble State such education as would put them on a par with the youth of any section of the world. We believe that we have measurably succeeded. Our teachers are workers, they are well trained in modern methods of teaching, and they succeed in training their students.

MILITARY DEPARTMENT.

The military department of the college has greatly improved. In the early part of 1895 we secured the services, as Professor of Military Science and Tactics and Commandant of Cadets, of Lieut. S. A. Smoke of the ——— infantry. His work commended him so favorably that he was made vice-president of the college at the beginning of the scholastic year in 1895, and remained in that capacity until the expiration of his detail in 1896. He worked in entire harmony with the other departments of the college, and put into his work the spirit of the honorable soldier and of the cultivated citizen. We regretted much that the rules of the war department prevented his remaining longer with us.

RECORDS.

We have looked carefully after the records of the collge in all departments. The financial business has been done with care. All the business records are complete and accurate. The record of the admission of students, of their scholarship and physical condition when admitted and all through their course is full. The records of graduation are carefully written in books prepared for the purpose and made to last. So that if we were to be relieved of our trust, and every person now connected with the college should leave, a new board and a new faculty would be able to take up the work, well informed as to all that has been done, and as to the courses and methods we have pursed.

AGRICULTURAL INSTRUCTION.

In Florida there is not much demand for instruction in agriculture in any of its branches. We have provided for such

instruction, but the students who desire it are few. Most of the students enter other courses. In this experience Florida does not stand alone. It has been the same in every state in the early history of the agricultural colleges. Today in many states the students of agriculture are, in proportion to population, fewer than with us. In a few of the populous states where large sums of money have been given by the states or by individuals for instruction in agriculture, and where the equipment of the department is extensive and costly, tho students of agriculture are more numerous. It is only as agriculture in Florida develops, and young men come to see in agriculture the opportunity for an honorable and lucrative career, that there will be a large demand for this kind of instruction.

We can but provide such facilities as we are able, give to the few students who desire this knowledge the best instruction possible, and wait for the evolution of our State and of the agricultural interests of the whole country, which shall by and by crowd our halls with students eager for all the helps which science can give as to that occupation which was man's first calling, and which is as honorable as any other work.

MECHANICAL DEPARTMENT.

Our mechanical department prospers. We have fostered it in every way in our power, and the results are most encouraging. The students in this course are about as numerous as our present facilities enable us to care for. They are active, happy in their work, make good progress.

GENERAL AIM AND SUGGESTIONS.

During the time that we have had control of the college we have endeavored to put all things into working organic condition; boards of trustees change; the faculty changes from time to time as the emergencies of life compel; but the college remains, and the eager youth of Florida will throng its halls for many generations to come. If we can start the college on such lines of work as will be permanent, and on such methods as will insure good results now and as will adapt themselves to the changing needs and conditions of the future, we hope that time will gather around it all the facilities that go to the making of a great seat of learning. In carrying out these plans, either by ourselves or any other board of trustees in the future, certain needs must be provided for.

1st. We should have a good dormitory for women. We have admitted women as students to the college, but our facil-

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ities for their care and instruction are not as good as they should be, not as good as Florida should provide for its daughters. The most imperative immediate need is for a good dormitory for women, which shall contain not only rooms for sleeping, but also a large room for the assembly of women students, and class-rooms for the women professors in English, German, French, Spanish and Domestic Economy. The present class-room for the professor of English is crowded. The class-rooms now used by the professor of German, French and Spanish could be economically used for other classes, or for other important needs. Instruction in Domestic Economy should be an essential part in the education of every woman, and we have as yet not been able to do anything in this direction, partly from lack of rooms and equipment.

2d. A good room for the Library, which can also be used for a reading room, is an immediate need. This can be secured either by devoting a suitable room in the women's dormitory to the library, or by building a new room for the professor of drawing and adding his room to the library, which now adjoins it. The present drawing room is altogether too small. By some of the drawing classes it is so crowded as to make good work difficult.

3d. A Gymnasium, in which, under the guidance of an able teacher, the physical education of the young men and women can be wisely and systematically carried on, is a need which should not be longer neglected. It need not cost much money. Its value is above money.

4th. A point to which it is our duty to call the attention of the people of Florida is the need of sufficient land for the use of all departments of the college. It is not wise for this State to maintain its principal State school for higher instruction on a contracted and inferior piece of land. We should have land sufficient to give every department of the college room and verge enough. The campus should be roomy. It is the home-ground of students for whatever length of time they remain with us. On the campus they get much of the open air exercise which maintains their health; there the sports and games in which all youth delight must take place; on some portion of it must be the place for the daily military drill; somewhere on the college premises must be the ranges for target practice and artillery practice; an agricultural college needs in the immediate vicinity of the college buildings, a generous area for general farm crops; for pasturage and for forage crops; for gardens, orchards, groves of fruit and nut trees; a botanic garden, and an arboretum into which may

gradually be gathered all the trees, shrubs and plants which will endure the climate. For all these purposes a large area is demanded. The Clemson Agricultural College of South Carolina has a farm of 1200 acres. The Mississippi Agricultural College has a magnificent domain of 1800 acres. It certatnly is not wise for us in Florida to remain inactive in this matter now, and by so doing hamper the future growth of our college. Adjacent to the land now owned by the college are pieces of land which have for years been but little developed, and which give but small income to their present owners. If this land can be purchased from these owners for a reasonable sum per acre it should be bought for the college without delay.

USE OF THE APPROPRIATION.

The college funds which are received from Washington can not be used directly or indirectly for the erection or repair of buildings. This makes it necessary for all building and repairing to be done with money received from other resources than the government grants. Our buildings at Lake City had become very shabby, and many articles of furniture and equipment were needed for which the regular funds did not suffice. Recognizing this the Legislature of 1895 generously made an appropriation of $10,000 for the two years ending June 30th, 1897. Of this amount the sum of $7,500.00 has been received prior to Jan. 1st, 1897. It has been used in repairs of buildings, buying furniture for class-rooms and equipment for laboratories, and in payment of debts amounting to about $3,000.00 which had been incurred before we assumed the direction of the college. An itemized report of the expenditure of this appropriation will be made to his Excellency, Governor Bloxham, for the information of the Legislature. Indeed an itemized report of the expenditure of all the funds has been made to the Governor annually. Our college books are carefully kept, and are always open to inspection.

NEW DEPARTMENTS.

It is our desire to have the college work in every way for the advancement of education in Florida. This it should do by giving its main effort to the regular collegiate studies, so as to give the students who are prepared for such work the best advantages. In our opinion this is the intent of the laws of Congress through which the funds for the support of the college are received. But a wide latitude is granted the states in the administration of these funds. The conditions of education in the new and sparsely settled states are necessarily

different from those in the old and thickly settled states, hence the schools must necessarily differ in some degree. In the exercise of the latitude given us we have maintained the Preparatory School in our college, and have established the departments of Business and Stenography. The success of these departments justifies our work. But we hope the time will come, at no distant day, when we can regulate the work of these three departments to the public and other schools of the State, and give all our efforts in the direction of collegiate studies.

CO-OPERATION DESIRED.

We desire to work in affiliation with other schools of the State, especially do we desire to have intimate relations with the public or district schools. These public schools give to the greater part of the people the only school education they receive. It is from the more ambitious pupils of the public schools that many of our students come. Whatever benefits the public schools will, in the long run, benefit us. The higher the grade to which the public schools carry their pupils the higher the requirements for admission to our college can be made, and the higher the collegiate work which we can do for our students. We shall endeavor to establish relations with the High Schools of the State by which the graduates of accredited schools will be received into the Agricultural College without examination.

FINANCIAL.

The financial statement of the receipts and expenditures of the funds for the support of the college for the year ending June 30, 1895, and for the year ending June 30, 1896, is as follows:

FINANCIAL REPORT OF FLORIDA AGRICULTURAL COLLEGE FOR THE YEAR ENDING JUNE 30, 1895.

RESOURCES.

To appropriation Morrill Fund....	$10,000 00	
To appropriation Land Grant Fund.	9,107 00	
To College Fees.....	1,275 21	
To Overdraft above Resources.....	924 03	
Total.....	$21,306 24	—$21,306 24

EXPENDITURES.

By Salaries	$14,559 96	
By Expenses President	52 62	
By Expenses Chemist	4 50	
By Commencement	76 04	
By Printing and Stationary	965 07	
By Postage	100 01	
By Fuel	350 38	
By Feed	102 15	
By Water Supply	275 00	
By Furniture and Equipment	1,043 64	
By Library	49 27	
By Miscellaneous	427 41	
By Fences and Buildings	893 19	
By Janitors	520 09	
By Material and Fuel Mechanic Department	162 39	
By New Machinery Mechanic Department	1,094 83	
By Military Accounts	132 07	
By Freight and Express	87 11	
By Gas and Lights	133 53	
By Expenses Board Trustees	193 98	
By Transfer of Funds	113 00	
Total	$21,306 24	$21,306 24

FINANCIAL REPORT OF THE FLORIDA AGRICULTURAL COLLEGE FOR THE YEAR ENDING JUNE 30, 1896.

EXPENDITURES.

Salaries	$16,571 70
Expenses of President	61 65
Expenses of Commandant of Cadets	30 15
Expenses of Chemist	6 25
Expenses of Board of Trustees	213 40
Equipment for Biology	647 60
Equipment for Physics	157 55
Equipment for Chemistry	280 78
Equipment for Medical Department	1 80
Equipment for Mathematics	3 00
Equipment for Mess Hall	160 35
Repairs for Musical Instruments	8 00
Material and Fuel for Mechanic Arts	253 61
New Machinery and Tools for Mechanic Arts	215 52

Apparatus for Stenography, Typewriting and Telegraphy	121 80	
Printing	521 35	
Stationery	258 25	
Postage	118 70	
Furniture and Equipment	1,009 52	
Military	268 89	
Commencement	97 75	
Sundry Supplies	5 20	
Mess Hall Shortage	725 44	
Repairs	2 00	
Fuel	194 00	
Freight and Express	295 10	
Water Supply	320 00	
Library	81 73	
Fences, Grounds and Buildings	4,003 23	
Insurance	521 68	
Feed	115 90	
Gas and Lights	109 00	
Contingent	284 89	
Janitors	675 94	
Total expenditures for the year ending June 30, '96	$28,341 73	
Deficit, July 1, '95	3,612 24	
	$31,953 97	—$31,953 97

RECEIPTS.

Appropriation Land Grant Fund	$ 9,107 00	
Appropriation Morrill Fund	10,500 00	
College Incidential Fees	2,175 72	
State Appropriation Fund	6,599 84	
Total Income	$28,382 56	
Amount expended over income	3,571 41	
	$31,953 97	—$31,953 97

EXPERIMENT STATION.

The Experiment Station, which is in our charge, has made good progress. The scientific work for the station has been done by Prof. P. H. Rulfs, M. S., and by his assistant, A. L. Quaintance, M. S., who have made the investigation in Botany, Entomology and Horticulture; and by Prof. A. A. Persons, M. S., and his assistants, H. K. Miller, M. S., and J. P.

Davies, B. S., who have made the investigation in Chemistry. The practical farm work at Lake City, and the work in farming and horticulture |at DeFuniak Springs and Myers have been in charge of Director O. Clute, assisted at DeFuniak Springs by J. T. Stubbs, and at Myers by W. A. Marsh. The financial statement for the year ending June 30, 1895, and for the year ending June 30, 1896, follows:

FINANCIAL REPORT FLORIDA EXPERIMENT STATION FOR THE YEAR ENDING JUNE 30, 1895.

RESOURCES.

To appropriation Hatch fund.....	$15,000 00	
To sales from farms.....	282 35	
To overdraft June 30, 1895	33 97	$15,316 32

EXPENDITURES.

By Salaries.....	$5,783 78	
By Labor.....	3,680 56	
By Publications.....	839 58	
By Postage and Stationery.....	201 27	
By Freight and Express.....	230 95	
By Heat, Light and Water.....	360 97	
By Chemical Supplies.....	64 03	
By Seeds, Plants and Sundry Supplies.....	905 58	
By Fertilizers.....	522 95	
By Feeding Stuffs.....	420 26	
By Library.....	64 76	
By Tools,Implements and Machinery	204 20	
By Furniture and Fixtures.....	156 13	
By Scientific Apparatus.....	75 55	
By Live Stock.....	155 25	
By Traveling Expenses.....	738 78	
By Contingent Expenses.....	340 15	
By Building and Repairs.....	771 57	$ 15,316 32

FINANCIAL REPORT OF THE FLORIDA AGRICULTURAL EXPERIMENT STATION FOR THE YEAR ENDING JUNE 30, 1896.

LAKE CITY MAIN STATION.

Salaries.....	$ 4,234 53
Labor.....	2,722 94
Publications.....	1,995 14
Postage and Stationery.....	116 53

Freight and Express	204 77	
Heat, Light and Water	198 60	
Chemical Supplies	104 34	
Seeds, Plants and Sundry Supplies	683 70	
Fertilizers	459 97	
Feeding Stuffs	365 31	
Library	108 27	
Tools, Implements and Machinery	109 09	
Furniture and Fixtures	17 05	
Scientific Apparatus	1 00	
Live Stock	95 00	
Traveling Expenses	682 03	
Contingent	19 06	
Building and Repairs	$ 1,087 38—	$ 13,004 71
DEFUNIAK SUB-STATION.		
Salary of Superintendent	$550 00	
Labor	495 10	
Publications	1 90	
Postage and Stationery	4 80	
Freight and Express	14 58	
Seeds, Plants and Sundry Supplies	67 27	
Fertilizers	21 00	
Feeding Stuffs	61 49	
Tools, Implements and Machinery	22 15	
Building and Repairs	34 36—	$ 1,272 65
FORT MYERS SUB-STATION.		
Salary of Superintendent	$550 00	
Labor	411 63	
Postage and Stationery	6 15	
Freight and Express	41 18	
Seeds, Plants and Sundry Supplies	213 03	
Fertilizers	169 79	
Feeding Stuffs	100 10	
Tools, Implements and Machinery	10 00	
Contingent	138 60	
Building and Repairs	31 41—	$ 1,671 89
Total expenditures for the year ending June 30, '96		$ 15,949 25
Defict, July 1, '95		33 97
		$15,983 22
Experiment Station Incidental Fund on hand		217 75
		$16,200 97

Appropriation Experiment Station Fund	$15,000 00	
State Appropriation Fund	900 16	
Experiment Station Incidental Fund (Sales)	300 81	—$16,200 97

WALTER GWYNN,
President Board of Trustees.

A. B. HAGEN, Secretary.

STATE NORMAL COLLEGE.

DEFUNIAK SPRINGS.

Hon. W. N. Sheats, State Superintendent of Public Instruction:

SIR—In accordance with your official request, I submit herein the report of the State Normal School at DeFuniak Springs, for the years 1894–5 and 1895–6.

Faithful and earnest effort has been made to meet the just demands of the State in its beneficent purposes in the establishment of the school.

The past three years of the school's history have determined the value of normal training, and by virtue of thorough work along the lines of both academic and pedagogical training the institution has impressed itself on the public as an important factor in the educational work of the State.

Notwithstanding the fact that the school is yet comparatively in its youth, and has been struggling against great difficulties arising from lack of necessary funds, and suitable accommodations for board, the material improvement in both attendance and efficient work, has been phenominal.

The growth and the development of the institution have furnished gratifying evidence of the fact that the methods of instruction adopted have met with the hearty sympathy and co-operation of the students and that they have realized, in large measure, the specific purposes for which the school was established.

Realizing the pressing need of a more efficient body of teachers for the common schools, the management has directed the whole time and talent of the institution to the securing of the highest and broadest results to those placed under its tuition.

The aim of the management has been to develop the individual in the student, rather than to seek popularity or to secure numbers.

The truth cannot be denied that the remoteness of the school from East and South Florida militates largely against the attendance from those sections. But this difficulty is obviated in part by the generous and public spirited officials

of the L. and N. and the F. C. and P. railroad systems, in that they furnish to students attending the State Normal from all points along their lines, free transportation returning when presenting certificates of full fare paid coming.

We are persuaded that if this truth were generally known, as also the superior merits of the work of the institution, there would be a much larger attendance from the remote portions of the State.

Catalogues and Circular Letters have been mailed to the several County Superintendents of the State, but for some reason unknown they have been thrown aside untouched, since letters from various portions of the State are frequently received in which inquiry is made concerning the "RATES OF TUITION." People do not know that *tuition* is *free* to the teachers of Florida.

In spite of all the difficulties, and misrepresentations as to the Normal College being a merely "*local*" institution, there were in attendance over forty *per cent* of the students from eighteen counties outside of Walton during the year 1895–6.

MATERIAL IMPROVEMENTS.

During the year 1895–6, there was erected by the State a large, handsome dormitory for young ladies, placed under the immediate supervision of the President, and furnished by him at a large expense.

There are ready for occupancy twenty-four rooms furnished with carpet, bureau, chairs, table, washstand, &c. The rooms are warmed by fire-places, and everything furnished for the comfort of the students, except a few articles mentioned in the catalogue.

The very large increase in attendance necessitated additional room for the classes. This was also built, and is an elegant recitation room.

COURSE OF STUDY.

This embraces those branches of learning required in the new Florida school law for all grades, and as evidence of the thoroughness of the work done, it may be stated here, that all the graduates of the past three years have either taken the examination for State Grade Certificates, or purpose to do so, as they have opportunity.

For purposes of classification, the school is divided according to classes into four grades: "A," "B," "C" and "D." The

"A" and "B" grades are assigned to work in those branches mentioned in the Statutes as required for State Grade Certificates. The "C" grade, to those branches required for First Grade and the "D" to Second and Third Grades.

More teaching force is needed to do the work in the "D" Grade, since by far the larger portion of the the students is in that Grade.

Some complaint was made during the year 1895–6, against the management because those students of the "D" Grade who failed to pass the February examination were forced to withdraw for lack of a second lower grade.

We deemed it unjust to the students themselves, as well as to the school, to allow them to continue under the circumstances.

It may be asked, "Why are there so few graduates?" The answer is easily found in the fact that when students complete the "C" Grade they very readily secure First Grade Certificates, which under the existing law is equivalent to a Diploma.

The students attending the school come principally from that class whose expenses are to be paid by the results of their own hard toil, and under the present statute there is offered no inducement for them to take the complete course, other than their own ambition and desire for higher scholarship.

If the statute could be so adjusted as to allow the State Superintendent to be present on the commencement occasions, and conducting the examination in person, issue State Certificates or deplomas to those who meet all the requirements of the statute, it might, perhaps, increase the number of graduates.

Another noticeable feature of the graduating classes of the past three years is, they are all, with one exception, from Walton county.

NORMAL WORK.

This department of work is assigned as simultaneously with the work in the academic department.

Such thoughts as arise touching special mental processes are suggested and the student is directed to acts of introspection, and by the aid of such text-books as may be best suited to the care, the student is encouraged to learn all that may be certainly known of mental processes.

Methods are suggested, but the candidate is urged to culti-

vate his own individual plans, and to exercise common sense in the application of those plans.

No student goes from the State Normal College "handicopped" with any cast-iron formulae culled from any source.

In the domain of psychological pedagogy we use White, Payne, Raub, Roark, Tomkins, Brooks, Welch and others of recognized merit. Besides the best educational journals are recommended to the students.

BILLS FOR APPROPRIATION OF PUBLIC LANDS.

The president, jointly with Pres. T. DeS. Tucker, of the colored normal school at Tallahassee, through the kindly offices of Representative Sparkman, went before the Committee of Public Lands in the National Capital, and asked for an appropriation of one hundred thousand acres of the public lands of the State for the benefit of the two normal schools.

A bill was drawn by Mr. Sparkman, and recommended for passage by the committee.

Congress adjourned before the bill could be presented for action, but it is believed that our Representatives in Congress will secure its passage during the next session of Congress.

The moral tone of the school is excellent; seldom, if ever, has there arisen cause for severe discipline.

THE PRESENT NEEDS OF THE SCHOOL.

1st. There is need of more assistants in both the academic and the normal departments. During the year 1895-6 there were in the "D" class one hundred and seven students. Such a large class is too many for one teacher, and it is a great strain on the management to maintain the reputation of the school under such condition. At the opening of the school in September 1894, being apprehensive of a small attendance, the president recommended the election of three teachers. But the attendance at the beginning of the spring term justified the election of another. This was done in March 1895. Since that time the increase in attendance has demanded, for efficient work, a larger faculty.

2d. There is yet a positive need of a more comfortable dormitory for young men.

3d. There should be a library of select books of reference. I would especially urge this object upon the consideration of the Legislature.

4th. We need a fuller supply of apparatus for scientific uses.

5th. We need globes, maps, charts, etc.

Appended to this report will be found a tabulated statement of the work done during the years reported.

Respectfully submitted,

C. P. WALKER,
President.

1894–95.

STATISTICAL REPORT OF THE STATE NORMAL COLLEGE FOR WHITE STUDENTS.

**Number of Teachers*—Males 3, female 1; total 4.
Enrollment of Pupils—Males 60, females 47; total 107.
Students in A, or Graduating Class—Males 0, females 4; total 4.
Students in B Class—Males 3, females 3; total 6.
Students in C Class—Males 14, females 13; total 27.
Students in D Class—Males 43, females 26; total 67.
Students who have taught—Males 15, females 16; total 31.
Students holding Teachers' Certificates:
(*a*) First Grade; males 0, females 9; total 9.
(*b*) Second Grade; males 3, females 2; total 5.
(*c*) Third Grade; males 12, females 5; total 17.

FINANCIAL.

Receipts—Appropriated by the State	$5,000 00	
From other sources		
Total fund	$5,000 00	
Expenditures—For salaries of teachers	$3,675 00	
For incidental expenses	1,325 00	
Total	$5,000 00	

C. P. WALKER,
President.

1895–96.

Number of Teachers—Males 3, female 1; total 4.
Enrollment of Pupils—Males 80, females 86; total 166.
Students in A, or Senior Class—Males 2, female 1; total 3.

*Part of the year there were only three teachers, the fourth, H. E. Graham, was enrolled March 1st, 1895.

Students in B, or Junior Class—Males 4, females 5; total 9.

Students in C Class—Males 21, females 23; total 44.

Students in D Class—Males 53, females, 52; total 105.

Students Applying for State Certificates—Males 3, female 1; total 4.

Students holding Teachers' Certificates:

(*a*) First Grade; males 15, females 11; total 26.

(*b*) Second Grade; males 9, females 9; total 18.

(*c*) Third Grade; males 9, females 7; total 16.

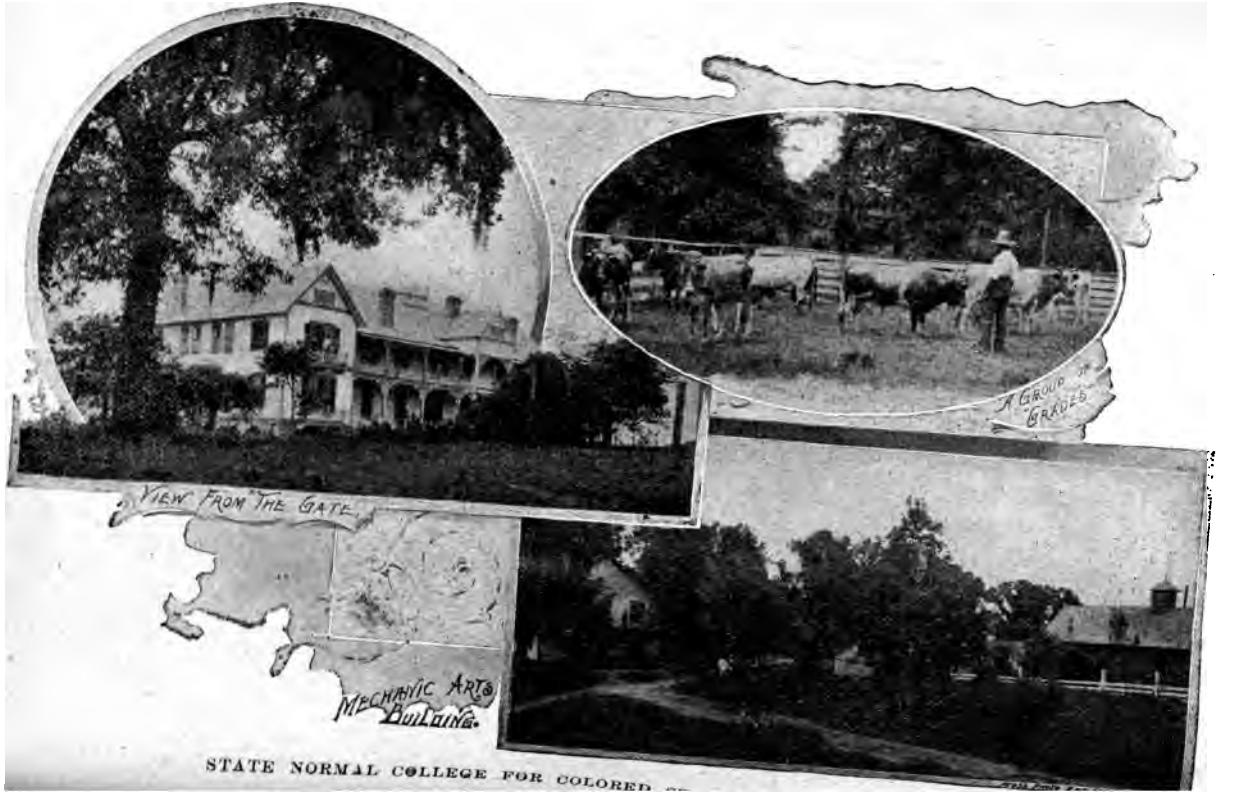
Number of Students holding Teachers' Certificates in 1894–95, 31; in 1895–96, 60.

Percentage of all Students holding Teachers' Certificates, 39 per centum; increase in one year 93 per cent.

FINANCIAL.

Receipts—	Appropriation by the State	$10,200 00
	Received from rents and tuition	124 00
	Total	$10,324 00
Expenditures—	For salaries of teachers	$ 4,300 00
	For incidental expenses	424 00
	For annex to college and Girl's Dormitory	5,500 00
	Total	$10,324 00

C. P. WALKER,
President



STATE NORMAL COLLEGE FOR COLORED

STATE NORMAL AND INDUSTRIAL COLLEGE FOR COLORED STUDENTS.

TALLAHASSEE, FLORIDA.

Hon. William N. Sheats, State Superintendent Public Instruction, Tallahassee, Fla:

DEAR SIR—Since my last report, bearing date Jan. 28th, 1895, this institution has steadily grown into public confidence and efficiency.

The numbers in '95 and '96 were not as large as might have been desired; but the causes were so obvious that they need but to be mentioned to have their full effect duly conceded: The previous years had witnessed an increased attendance at each session; a very large percentage of it came from sections of the State outside of the county in which the school has its domicile; so long as boarding accommodations on the grounds could be provided, parents were induced to entrust their wards to the care of the faculty. But when this limited house room was closed, the impression went abroad that the school was unable to care for a reasonable number of scholars. Again, the stringent financial dearth of the last three years had effectually disabled the mass of parents (who are, as a class, almost all wage-earners) from maintaining their children at any expense away from home. And again, the low market price of what is yet in some portions of the State a leading industry—cotton—and the complete annihilation by the disastrous freeze of 1895 of our staple product—oranges—created a monetary condition that has been of a depressing nature enough to close every educational establishment in the State. But a calm retrospect and a full acquaintance with the present industrial needs as laid down by the disaster of 1895, have at last revived hope in our people, and they have risen with a courage born of desperation to do their best for the elevation of their offspring. Sacrifices are being made in the humble callings of life, at the wash-tub, with the needle, by widows and by sisters, to maintain their relatives, the facts of which recounted would read like a romance. There would be nothing remarkable in this, if such persons were themselves educated and knew the intrinsic value of education, but when one considers their own lack of mental acquisitions, the State may

deem itself fortunate in having citizens so keenly alive to the need of adding to its trained force of residents.

In evidence of the deep interest in this school, and the determination to utilize the opportunities it affords, the paltry total sixty-eight of last session has been indignantly brushed aside by a number at the present session of one hundred and seventy-eight in all departments as follows: Ninety-two girls and forty-four boys in the Normal school, and forty-two in the Model school. Seventy-four per cent of the scholars in the higher departments is from counties outside of Leon. Twenty-three counties are represented: Alachua, Clay, Columbia, Duval, Escambia, Gadsden, Hamilton, Hillsborough, Jackson, Leon, Levy, Madison, Marion, Monroe, Nassau, Orange, Putnam, St. Johns, Santa Rosa, Sumter, Suwannee, Wakulla Washington.

All the regular dormitory rooms, the music practice rooms and the sitting room have been laid under tribute in the girls' hall, and thus the building which two years ago was considered ample enough for many years hence to accommodate all applicants is at the present time more than full. The same is true of the temporary rude expedient in use for a boys' hall. And although the school's capacity to accommodate is wholly over-crowded, there are still demands from patrons which have to be declined with regret.

So far then as members can attest success, the Normal College may be said to be in a very healthy state.

The literary department is broader and more perfect than at any previous period of the history of the institution. Hard, painstaking labor, is bringing fruit in the production of a scholarship that can favorably bear comparison with that of a school of like standard anywhere in the South. While numbers are ever welcomed, the spirit of a ripe scholarship is sought to be impressed on every one as the prime requisite to the successful teacher; and, in like manner while a varied amount of learning is not to be despised, the policy of work is to master thoroughly and well whatever few studies may be embraced in the course.

MODEL SCHOOL.

Having long since recognized the painful deficiency of the training of the scholars who enter from the public schools, our work has been systematized with a view to the removal of this defect; the foundation to the attainment of this purpose consists, in part, in the establishment of a model school presided

GIRLS' DORMITORY, STATE NORMAL COLLEGE FOR COLORED STUDENTS, TALLAHASSEE.

over by a superior teacher, a graduate of the Normal School of Michigan, at Ypsilanti.

The fine work she has already done in the short space of three months declares her merit, as a teacher, far better than fulsome praise can accord her. While the benefit of such a department of the school must, as yet, from the nature of our limited facilities, be shared by the children of parents only in and around Tallahassee, it is to be hoped that the time may soon come when the fame of the achievements of it will attract others to the capital that their offspring may partake of the intellectual blessings of the Model School.

INDUSTRIAL DEPARTMENT.

Our special work is to train teachers, but we are keenly alive to the industrial phase of the life of the young people who are soon to wield the destinies of the State for good or for evil.

At the close of the literary work of the day which lasts from eight A. M. to one P. M., the industrial departments are set in motion at two and continue till five.

In addition to lessons given in sewing and cooking, the girls are divided into divisions of eleven each which take their turns at the tubs in the laundry each morning at five; the following day, the division of the previous day irons, while a new division takes its turn at the tubs, until the fifty girls have done their laundry work for the week. A reasonable amount of time for recreation is allowed; otherwise, there are no idle moments on these grounds.

A detailed account of our industrial works would, doubtless, to the outsider, prove interesting, but I fear I have already trenched on more space than was intended for this report. A few observations, and I shall close.

The present scholastic year will close the tenth anniversary of the foundation of the school.

The question may be asked—

WHAT THE SCHOOL HAS ACCOMPLISHED.

If results are the outgrowth of causes, hidden or active, then it can be well said that the school has largely revolutionized the life of the race in the community in which it is located. It is the voluntary testimony, time and again, of the most influential citizens of Tallahassee that the Normal School has effected a marked and happy change in the social status

of the colored people; that its diffusion of intelligence and high moral principles has raised them to more elevated motives of duty to which they have been hitherto indifferent.

But as it is neither in good taste nor necessary to a proof of the merit of this institution to recount the many kindly sentiments or praise bestowed, it were a waste of time to write further on this point. Again, another question might be asked—

THE EFFICIENCY OF THE WORK OF THE SCHOOL.

The demand for its graduates wherever they have been employed, may be placed in evidence. Indeed, there are more calls on the Secretary for these young people, than can be met. They carry into their work not only the theory, but the practical teachings they acquired in the mechanic, in the field and in the domestic arts.

One of them, a physical unfortunate, who was enabled to work his way through college, in the second year after leaving, bought a lot in Jacksonville, planned a house, and has substantially aided in the construction of it; he lately sent up an order to the Normal Mechanical shop to prepare the banisters for his house. This youth, who, but for this school, might have been a charge on the State, is now not only able to do superior service as a teacher, but is providing for some of his younger brothers and sisters.

Another one of our Normal productions has lately, in a neighboring city, given evidence, by his pluck, energy and sacrifice, his peculiar devotion to duty, was appointed principal of the school in the place. The school building, so called, was a wretched open affair, without windows, seats or any of the other necessary appliances to prosecute his work. He called public meetings to enlist interest in the needs of the school. He mortgaged his salary each month to raise the necessary means to equip the building. His work has been, in all respects crowned with success; and there is today in Florida one more attractive "knowledge box," by dint of the devotion to duty which was instilled into that young man while a student at this college.

There is still one more young man, a very successful teacher in South Florida. By a mastery of his agricultural studies, he is today in the section where he teaches an acknowledged authority on veterinary surgery; and were money the chief consideration in the discharge of duty, he could easily derive a more lucrative return from his practice, than from teaching.

This same young man last summer bought one hundred and twenty acres of fine hammock land.

Nearly all our graduates, from the lessons of political economy which they imbibed here, are not only acquiring property, but are vigorously teaching these same ideas to their pupils.

Results like these far outweigh, for the public weal, penitentiaries, and jails, and reformatories, and they go far to diminish the need for them.

It would seem as though it ought to pay the State of Florida to maintain the State Normal College at Tallahassee at $4,000 per annum.

FINANCIAL—MORRILL FUND.

RECEIPTS.

For year ending June 30, 1895	$10,000 00

EXPENDITURES.

Agriculture—Salaries	$1,000 00		
Labor	408 72		
Stock, material, etc.	1,288 12	$2,696 84	
Mechanic Arts—Salaries	885 00		
Stock, tools, etc.	723 37	1,608 37	
English Language—Salaries	2,006 60		
Apparatus, books, etc	126 52	2,133 12	
Mathematical Science—Salaries	1,021 42		
Apparatus	37 50	1,058 92	
Natural Science—Salaries	600 00		
Apparatus and material	53 75	653 75	
Economic Science—Salaries	700 00		
Material, appliances, etc	123 65	823 65	
		$8,974 65	

RECEIPTS.

For year ending June 30, 1896	$10,500 00

EXPENDITURES.

Agriculture—Salaries	$1,018 77	
Labor	734 47	
Stock, material, etc.	501 92	$2,255 16

Mechanic Arts—Salaries	905 49		
Labor	136 00		
Stock, machinery, etc.	867 77	—	1,909 26
English Language—Salaries	2,313 50		
Books, apparatus, etc.	587 41	—	2,900 91
Mathematical Science—Salaries	1,147 33		
Apparatus	1 50	—	1,148 83
Natural Science—Salaries	650 00		
Chemicals, apparatus, etc	352 10	—	1,002 10
Economic Science—Salaries	660 00		
Material, appliances, etc	623 74	—	1,283 74
			$10,500 00

STATE APPROPRIATION FOR NORMAL SCHOOLS.

EXPENDITURES.

Jan'y 5, 1895—To Gilmore & Davis for balance due on Girls' Dormitory	$1,000 00
Jan'y 19, 1895—To T. V. Gibbs for services	53 57
To D. W. Only for water closets	255 14
Aug. 1, 1895—To Gilmore & Davis on Annex to Girls' Dormitory	406 58
Sept. 12, 1895—To Gilmore & Davis on Annex to Girls' Dormitory	593 42
April 30, 1896—To Gilmore & Davis on Annex to Girls' Dormitory	1,500 00
Total	$3,806 71

RECAPITULATION OF EXPENDITURES.

Morrill Fund for 1894–95	$8,974 65
Morrill Fund for 1895–96	10,500 00
Normal School Fund	3,806 71
Total	$23,281 36

Very respectfully,

T. DeS. Tucker,

President.

SOUTH FLORIDA MILITARY AND EDUCATIONAL INSTITUTE.

BARTOW, FLA.

Hon. W. N. Sheats Superintendent of Public Instruction:

DEAR SIR—I have the honor to report that at the session of 1895, an act was passed by the Legislature, establishing the South Florida Military and Educational Institute, at Bartow, Fla., and placing it "under the direction and control of the State Board of Education." The act provided that one student from each senatorial district in the State, should be "entitled to receive a full course of instruction at said Institute without any charge for board, lodging, tuition, use of text-books, washing, fuel, lights, and use of arms and equipments." For carrying into effect the foregoing provision, the annual sum of $6,400.00 was appropriated.

The institution had been in operation for a year prior to the passage of the act, under the name of the "South Florida Military Institute;" but had no suitable grounds and buildings.

During the summer previous to its opening under the State control, the citizens of Bartow erected a handsome and commodious school building containing the necessary class-rooms and quarters sufficient to accommodate the faculty and fifty cadets. The work was done under the direction of a local board of trustees, appointed for the purpose by the State Board of Education, and consisting of Messrs. W. H. Johnson, C. C. Wilson, H. L. Davis, J. W. Boyd and J. H. Tatum, of Bartow, Hon. W. H. Reynolds, of Lakeland, and Capt. E. A. Cordery, of Fort Meade. The total cost of grounds, and buildings, including a new mess hall, hospital, laboratory and guard room, erected during the past summer, amounts to $6,750.00. The grounds, consisting of thirteen and one-half acres, are admirably located on one of the principal streets of Bartow, three-fourths of a mile from the court house, and are constantly being improved. They have been enclosed by a substantial fence, a handsome parade ground, in front of the main building, has been leveled and turfed with Bermuda grass, while in rear, the original forest has been allowed to stand.

In the accomplishment of this work, too much credit cannot be given to the gentlemen composing the local board of trus-

tees. At a period of extreme financial depression in this section of the State, resulting from the disastrous freezes of the previous winter, they have by indefatigable energy and perseverance accomplished what then seemed almost an impossibility, and have seen their efforts crowned with well-merited success. They have on every occasion worked in perfect harmony with the Superintendent in all that concerned the interests of the institution, and in endeavoring to make it creditable to its friends and useful to the State.

In accordance with the terms of the act establishing the institution, the State Board of Education adopted a code of regulations and a course of studies based upon those of the United States Military Academy at West Point, and the Military Institutes of South Carolina and Virginia, with such modifications as were considered necessary to meet existing conditions and to give prominence to matters study and discipline rather than to purely military exercises. The following is the

COURSE OF STUDIES.

Fourth Class—Arithmetic; English Grammar; Geography; Elementary Algebra; History of the United States; Reading, Writing, Spelling.

Third Class—Higher Algebra; Studies in English Composition; Ancient History; Mythology; Physiology and Hygiene; Physical Geography; Latin (Optional); Reading, Writing, Spelling.

Second Class—Geometry (Plane and Solid); Trigonometry (Plane and Analytical); Surveying; Modern History; Rhetoric and Composition; Natural Philosophy; Chemistry (Inorganic); Latin (Optional); Book-keeping; Elocution.

First Class—Analytical Geometry; Shades, Shadows and Perspective; Astronomy; Chemistry (Organic); English Literature; Civil Government; Latin (Optional); Composition, Elocution.

Post Graduate Course—Calculus (Differential and Integral); Civil Engineering; Mechanics; Geology; Mineralogy; Military Engineering; Commercial Law and Lectures; Moral Philosophy and Lectures; Book-keeping Reviewed; Composition, Elocution.

This course, which is eminently practical and admirably adapted to give that mental training which is the chief end of education, is rigidly adhered to. Every branch is taught thoroughly in all its details, a daily record of recitations is

kept, semi-annual examinations are held and progress from a lower to a higher class, is based on merit alone.

At the opening of the session of 1895–6, on Sept. 25th, 1895, thirty-one of the thirty-two State cadets, reported for duty, the competitive examinations having been previously held and appointments made from thirty-one Senatorial districts. The only remaining vacancy was filled a month later. There were also in attendance, eight other cadets in garrison, and fifteen "day students" whose parents resided in Bartow. Of the cadets in garrison only two were discharged during the session and the vacancies were at once filled by the Senators whose districts they represented. The average attendance for the session was forty cadets in barracks and twelve "day students." There were no suspensions nor expulsions and no serious breaches of discipline. As to class-work, the session was an eminently successful one. The full course of study required by the regulations, was completed with a thoroughness which was very gratifying to the faculty and to the friends of the institution.

At the first "commencement," June 4th, 1896, there were two graduates, both of whom had been students of the Institute from its foundation, and before it passed under State control.

During the present session, which began Sept. 15th, 1896, there have been in attendance, forty-two cadets in garrison, and four "day students." Two have been discharged and their places immediately filled. The graduating class for the present year consists of five members. The lower classes are much larger owing to the fact that few applicants for admission at the opening session, were qualified to enter a higher class than the 3rd, which corresponds to the sophomore class in the colleges. The attendance of "day students" has not been encouraged, as the existence of two classes of cadets in a military institution, one having necessarily much more liberty than the other, leads to relax discipline and to defeat the chief end of its establishment.

In recognition of the generosity of the State in maintaining at the Institute one cadet from each Senatorial district, and as a means of extending its benefits, the Superintendent has offered a "free tuition scholarship" for each full scholarship given by the State. This means a reduction of $50.00 from the regular charges for pay cadets. These scholarships afford an opportunity to those who wish to take advantage of them, to obtain an education at actual cost—the entire charge per

school year, for board, lodging, washing, lights, fuel, text books and use of arms, &c., being $150.00, or $16.66 per school month. This provision has not, thus far, been generally understood. The number taking advantage of it, however, is gradually increasing, and there is every reason to believe that with the increasing ability of our people to meet the expense of educating their sons, all of these scholarships will be taken.

In providing for the free education of one meritorious young man from each Senatorial district in the State, the Legislature doubtless had in mind the example of Virginia, South Carolina, and other of the older States, in the establishment of their States military academies which have for years been the nurseries of high and useful citizenship, and have repaid their investments a thousand fold. The prize of a free education is one that is always eagerly sought, and the preparation made to obtain it by competitive examination, will be of untold benefit to hundreds of young men throughout the State, who will contend for it, though they may not all gain the prize. As an evidence of this, I would state that I am constantly receiving communications from young men in all parts of the State inquiring when vacancies will occur, and stating that they are preparin to stand the necessary examination. There is no favoritism in the system, as the competition is open to all.

Few of the young who have obtained State scholarships in the South Florida Military and Educational Institute could have completed their education in any other way. They came from the fields, from the work-shops, from the country schools, from the railroad, telegraph and printing offices all over our State. After completing their course here, they will return to their homes well equipped for service in the educational system of the State, or for any and all of the duties of good and useful citizenship in whatever calling they may adopt, and they will never forget the debt of gratitude they owe to their State, of whose generosity they have been the recipients.

As an evidence of the fact that they fully appreciate the benefits they are receiving, I cite the fact that but four discharges have been asked for since the establishment of the institution, and of these, two were on account of physical disability and two from the absolute necessity of assisting their parents in business. In proof of the efficiency of the training they receive, I would state that six of their number now hold first and second grade teachers' certificates, and several of them employed their last summers' vacation in teaching, to obtain the means for furnishing their uniforms and other necessary personal expenses.

The Academic Board of the Institute consists of the following members:

Gen. E. M. Law, Superintendent and Professor of Belles Letters and Ethics.

E. M. Law, Jr., Quarter Master and Professor of Chemistry and Physics.

Wm. L. Law, Commandant and Professor of Mathematics.

T. W. Gary, Professor of Latin, English and assistant in Physics.

The first three constituted the faculty of the institution before it was taken under State control and were retained by the State Board. Prof. Gary was added to the faculty at the beginning of the session of 1895–96, under its new auspices. All are graduates of military institutions, and are experienced teachers. While the teaching force is sufficient to handle a larger number of students than have thus far been in attendance, it could not well be reduced and at the same time maintain the systematic arrangement of classes and studies necessary to the highest efficiency. There are four instructors from regular classess, four regular branches of study, besides the Latin, and one full hour is given to each recitation whether the class be small or not. Five hours of class-room work by each instructor is provided for. In addition to this, the Superintendent has the other duties of his position, while of the other professors, one performs the duties of Commandant, and another those of Quarter Master. In addition to his other duties, each professor takes his regular tour of duty as "officer in charge," as provided by the regulations.

The recitation hours for the regular branches, are from 8:30 A. M. to 12:30 P. M., the Latin classes reciting in the afternoon. Every cadet is required to take the full course, except Latin, which is optional. Under the system pursued, perfect uniformity is attained and no time is lost. The following is the daily routine:

WORKING-DAY ORDER.

1. Reveille.....6 A. M.
2. Inspection of Quarters.....30 minutes after Reveille.
3. Prayers.....6:45 A. M.
4. Breakfast.....7:00 A. M.
5. Office Hours and Surgeon's Call.....8:00 A. M.
6. Study Call and Recitations.... 8:30 A. M. to 12:30 P. M.
7. Dinner.....12:40 P. M.
8. Recreation.....after dinner to 1:30 P. M.

9. Study and Recitations.....1:30 to 3:30 P. M.
10. Drill.....4:00 P. M.
11. Retreat.....Sunset
12. Supper.....5:30 P. M.
13. Study Call.....30 minutes after supper
14. Tattoo.....9:30 P. M.
15. Taps.....10:00 P. M.

These hours vary slightly with the seasons. Changes, when made, are announced in orders.

A due observance of the Sabbath is strictly enjoined. Cadets are required to attend divine service at least once on Sunday, and opportunity is given to attend Bible and Sunday School classes.

Cadets are held strictly to their duties, no visiting in town being allowed, except on Saturday, which is a weekly holiday from morning inspection, at 8:30 o'clock, until retreat, and on Friday evening, by special permission.

I would deem this report wanting in its most essential point, if it did not call attention to the consummate wisdom of the course pursued by the State Board of Education, in its supervision of this institution. The basic principle of successful school management has been thus forcibly and tersely expressed by one of the highest educational authorities of this country, President Cook, of the Illinois State Normal School; "Industrial enterprises, looking towards satisfactory dividends, make efficiency the sole test of fitness. But the public has yet to learn that there is a technic in teaching as there is a technic in the arts of production. When boards of education will employ only expert superintendents, clothe them with authority to nominate their assistants and remove incompetents, and will hold them responsible for results only, the methods of the successful business organizations will be the methods of the school." This has been the course pursued by the State Board, and its wisdom has been amply vindicated by its results. In this connection, I have to express to you and every member of the Board, my sincere appreciation of the confidence reposed in me as superintendent, and the uniform support I have received in the conduct of the institution.

Owing to the fact that the appropriation made by the Legislature was only for the maintenance and instruction of a certain number of "State Cadets" the Board of Education did not feel justified in guaranteeing any fixed salaries to the professors who might be employed. This was left to the Su-

perintendent, to be regulated according to the net income of the school. As will be seen from the financial statement hereto appended, the amount available for salaries has been small, but the fact that the professors all live together in the barracks, has rendered it practicable to reduce expenses to the lowest limit. Having confidence also in the continued growth of the institution, they have been willing to look to the future for more adequate compensation for their services.

In view of the success of the institution thus far, and being convinced of the benefit to the State to be derived from educating a number of deserving young men who might not otherwise be able to obtain an education, and for the purpose of stimulating the ambitious young men in every county to more earnest study, through the desire to obtain these appointments, all of which results have been attained in states where similar institutions have long been established, I would respectfully suggest that the Board recommend to the Legislature, at its approaching session, to increase the number of "State cadets" to one from each county in the State. The additional expense to the State will be small, while it will be of great benefit to the institution, which has never asked anything from the State for buildings and equipment. I would also suggest the following change in the course of studies, viz: That the present fourth class be abolished and that the studies of the post-graduate year be included in the regular course. While the present curriculum has served its purpose well, in the infancy of the institution, it is now time to take a step in advance and to raise its standard to that of similar institutions of the highest grade. The institution should not compete with, but should supplement the work of the public schools, and to accomplish this a higher standard for entrance should be fixed.

Extensive advertising, which might have resulted in a larger attendance of students, has not been resorted to for want of means and for other reasons. It has been the aim of the Superintendent and his assistants to increase the efficiency of the institution rather than its numbers; to lay the foundations of success broad and deep, and keeping in mind the ancient maxim, "festina lente" to build up step by step, so that with increase of numbers, would come only increased usefulness.

FINANCIAL STATEMENT FOR SCHOOL-YEAR BEGINNING SEPT 25TH, 1895, AND ENDING JUNE 5TH, 1895.

RECEIPTS.

From appropriation for State cadets	$ 6,400 00
Amount received from pay cadets	1,200 00
" " " day students	602 50
Total	$8,202 50

EXPENSES.

Maintenance of forty cadets, in garrison	$ 6,000 00
Books, &c., for day students	60 00
Salaries	2,140 50
Total	$8,202 50

Oil stoves are used for heating the rooms in the barracks, an expensive method, which entailed quite a large expenditure during the winter of 1895–6, which was an unusually severe one. This, together with the fact that there were no adequate store-rooms and other conveniences in the boarding department, caused the total expense of each cadet to reach $18.05 per month, the first term. This was reduced to $16.59 the second term, making an average for the session, of $17.32. There has been a further slight reduction during the present session.

Respectfully submitted,

E. M. LAW, Superintendent.

INSTITUTE FOR THE BLIND, DEAF AND DUMB.

ST. AUGUSTINE, FLA., Jan'y 1, 1897.

Hon. W. N. Sheats, Superintendent Public Instruction, Tallahassee, Fla.:

DEAR SIR—I have the honor to submit herewith a report of this institution for the two years beginning July 1st, 1894 and ending June 30th, 1896.

CORPS OF TEACHERS.

For the year 1894 and '95 the corps of teachers was as follows:

Teacher of Articulation, Miss Candace A. Yendes.
Manual Teacher of White Deaf, Miss Belle Howard.
Teacher of White Blind, Miss Mary P. Holland.
Manual Teacher of Colored Deaf, Miss Margaret A. Brooks.
Teacher of Printing, Mr. Alfred L. Kent
Teacher of Carpentry and Gardening, Mr. L. G. Thompson.

For the year 1895 and '96 the following constituted the faculty:

Teacher of Articulation, Miss Mesa Barnes.
Manual Teacher of White Deaf, Miss Christina Thompson.
Teacher of White Blind, Miss Mary P. Holland.
Manual Teacher of Colored Deaf, first three months, Miss H. B. Sprague; remainder of year, Miss Florida M. Walker.
Teacher of Printing, Alfred L. Kent.
Teacher of Carpentry and Gardening, Jas. M. Thompson.

ATTENDANCE.

There were in attendance during 1894 and '95 fifty-one pupils as follows:

Deaf Mutes, forty-two; Blind, nine. Whites, forty; Colored, eleven.

During this year there were no colored blind.

For 1895 and '96 the attendance was as follows:

Total, fifty-three; Deaf Mutes, forty-two; Blind, eleven. White, forty-three; Colored, ten.

There was but one colored blind pupil during this year. The colored teacher of the deaf also gave instruction to this blind pupil.

EXPENDITURES.

The expenses for 1894 and '95 were as follows:

Salaries of teachers, officers and servants	$ 4,308 00
Supplies and incidentals	4,244 83
Total	$8,552 83

The item above "Supplies and Incidentals" includes $305.00, cost of putting in system of water-closets.

The expenses for 1895 and '96 are as follows:

Salaries of teachers, officers and servants	$ 4,648 00
Supplies and incidentals	3,858 68
For erection of new building and alerations in old dormitories	2,000 00
Total	$10,506 68

METHODS OF INSTRUCTION.

With the exception of the Sunday School exercises it has been my purpose to abolish from the school-room the use of signs. A free use of the manual alphabet, however, is not only permitted but encouraged. Oral communication between the teacher and pupil is employed whenever it does not involve too great a consumption of time, but the progress of the pupil in thought and the acquisition of knowledge is never lost sight of and while we fully appreciate the value of speech for the deaf, at the same time we are satisfied that the ability to speak does not necessarily imply an education in the true sense of the word.

IMPROVEMENTS.

One of the most important improvements under the present management is the complete system of water-closets and drainage which has been provided. The old buildings were provided with this equipment in the summer of 1895, and in the contract for the new building this feature was also included, so that the sanitation of the institution is now as nearly perfect as it is possible to have it.

With the appropriation of $2,000 made by the last Legislature a new two-story building 33x66 feet was erected for the accommodation of the colored pupils. This permitted us to

FOR THE BLIND, DEAF AND DUMB, ST. AUGUSTINE, FL

use the larger building, formerly occupied by the colored department, for a boys' dormitory. By this means we have been enabled to double the capacity of our sleeping departments for the white pupils and at the same time we have ample room for the limited number of colored pupils.

NEEDS.

One of the most urgent needs of the institution is a new piano for the department of the blind. The instrument now in use, which cost the State three years ago only seventy dollars, has become almost worthless. In this connection I would impress upon the Board of Managers the importance of a musical education for the blind. There are certain manual industries, such as the making of brooms, the caning of chairs and upholstering that may be performed by the blind as perfectly and almost as deftly as by the seeing, but it has been found in other States that in competition with machinery these do not furnish means of a livelihood. In view of this fact some of the leading schools for the blind, notably the Perkins Institute of Boston and the New York Institution for the Blind, have practically abandoned their Industrial Departments and devote more time and pains to the giving of a thorough course in music.

Respectfully submitted,

HENRY N. FELKEL,
Principal.

PART III.

DENOMINATIONAL AND PRIVATE INSTITUTIONS.

JOHN B. STETSON UNIVERSITY, DELAND, FLA.

John B. Stetson University as now organized includes the College, the Academy, the Grammar School, the Music Department and the Art Department.

The three years of the Grammar School course correspond to the sixth, seventh and eighth grades of the graded public schools. This department provides for the completion of the ordinary English branches, Arithmetic, Grammar, Geograyhy, United States History, Elementary Physiology, etc. The successful completion of the work of the Grammar School course admits a student to any one of the three courses offered in the Academy.

THE ACADEMY.

The Academy is intended to provide a thorough secondary education. The work of the Grammar School, or its equivalent, must be completed before entering any of its courses. All its courses require an amount of work that will occupy the average student four full years. There are now offered the Classical Course, the Latin Scientific Course and the General Course. The Classical and Latin Scientific courses lead to corresponding courses in the College of John B. Stetson University. A student completing one of these courses is prepared to enter the Freshman Class of almost any American College. The Classical Course includes four years of Latin, three years of Greek, nearly three years of Algebra and Geometry, a full year of class work in English and Elocution, besides frequent exercises in declamation and composition and the completion of an extended course of reading in English Literature, a year of General History, and twelve weeks instruction in the English Bible. Daily exercises of forty-five minutes each are held in all these subjects. The

Latin Scientific Course substitutes for the three years of Greek, two years of either German or French together with a year's work in Science, divided between Physics and Biology. The "General Course" of the Academy is intended especially for those who feel assured that their education must close with the Academy. It provides for either two years of Latin, German or French, the remainder of the time devoted to the foreign languages in the other courses being given to Rhetoric and English Literature, to Chemistry and other sciences, to Civics and Economics, and to the elements of Logic, Psychology and Ethics. The "Normal Course" for some of these subjects substitutes the History, the Theory and the Practice of Teaching.

THE COLLEGE.

From the foundation of the John B. Stetson University the constant aim has been to build up a thoroughly high grade college upon the foundation furnished by the Academy whose work has just been outlined. During the early years of the institution nearly all the students were in the Grammar School or Academy. It is in the years covered by this report that the first considerable progress has been made in the work of the College proper. In the year of 1894–95 the college course was fundamentally recast and college classes entirely separated from classes in the Academy. Certain work is required of all in those departments of knowledge of which no college graduate can afford to be entirely ignorant. At the same time a large number of electives have been introduced so that especially in the latter two years of the course the work of each student can to a considerable extent be determined by his individual tastes and needs. This extensive provision was made notwithstanding the small number of college students in attendance because it was confidently believed that there would be a demand in our State of Florida for as thorough and comprehensive a college course as could be provided. Subsequent facts are justifying this confidence. In 1893–94, the year last reported in this publication, only five *college* students were reported. In 1894–95 the number had increased to eleven. In 1895–96, in spite of Florida's financial disasters which had considerably decreased the enrollment in the more elementary departments, the college not only held its own numerically but advanced to sixteen. And at present writing, January, 1897, sixteen students have so far this session registered for college work and four expect to receive college degrees next May. While these numbers are small they are significant, especially since the public High Schools of Florida are just be-

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ginning to send out properly equipped graduates to take the college course.

For instructors in both College and Academy John B. Stetson University has a body of men and women who have won not only their degrees but recognition for fine scholarship in prominent Universities in various sections of our country, east, west, north, and south; besides those who have received training in the Universities of Europe. The faculty now numbers seventeen.

DEPARTMENTS OF MUSIC AND ART.

The University offers systematic graded courses leading to graduation in both Vocal and Instrumental Music. Those in charge of this work were trained in prominent conservatories.

The Art work is directed by a man whose paintings regularly have a place in metropolitan exhibitions and who executed many of the official drawings of the "World's Fair" buildings at Chicago. Instruction is largely based on the antique and the aim constantly is to lay the foundation for substantial attainment.

LIBRARY.

The Library is steadily growing from the income of the Sampson fund and now numbers more than six thousand volumes. The number of periodicals taken has increased to monthlies fifty, weeklies thirty-seven, dailies three. The dictionary card catalogue of the Library very nearly keeps pace with the additions. A most valuable recent acquisition is a collection of about 1,200 photographs gathered by the President of the University especially in Egypt, Palestine and Greece.

ADDITION TO BUILDINGS.

Two years ago we reported the gift from Mr. John B. Stetson, Mr. C. T. Sampson and others of the two splendid brick buildings, "Elizabeth Hall" and "Chaudoin Hall," aggregating in value more than $100,000.00. We have now the pleasure of reporting that Mr. John B. Stetson has promised to erect at once the two wings of Elizabeth Hall, thus completing the building as originally designed. These wings are to be three stories high and forty-five by ninety feet each, the cost being well toward $50,000.00. These additions will be used for a superb chapel capable of holding a thousand people, a library accommodating 35,000 or 40,000 volumes, together with ample Biological, Chemical and Physical Laboratories.

PROPOSED EXTENSION OF WORK.

It is proposed at once to extend the work of the institution in important directions. The Commercial Course is to be reorganized as a Commercial Department, providing for instruction in all branches commonly taught in Commercial Colleges. The Normal Course will be reorganized as a Normal Department. Not only will courses in Pedagogy be offered, but the students of this department will have the opportunity, under competent direction and criticism, of testing and putting into practice the pedagogical principles learned by actual teaching in the Practice School. The present Grammar School under this arrangement will become the practice school of the Normal Department and the lower grades will be added.

With the building and equipping of the new laboratories greatly increased facilities will be offered for practical work in all the scientific departments. Not only will the present well equipped Chemical Laboratory be more than doubled in size but similar equipment will be provided for Physics and for Biology.

From this brief sketch it will be seen that the John B. Stetson University provides for the needs of varied classes of students, those who want merely a commercial training, those preparing to teach, those desiring a general education but unable to remain through the eight years of the Academic and Collegiate courses, and especially those who are willing to expend the time and effort necessary to obtain a college education in the strict sense of the term, a course of training leading to legitimate college degrees.

JOHN F. FORBES,
President.

ROLLINS COLLEGE.

WINTER PARK, FLA.

Hon. W. N. Sheats, Tallahassee, Fla:

DEAR SIR—In compliance with your request that we furnish a report of Rollins College for the two years ending, June, 1896, we beg to submit the following:

Notwithstanding the hard times during the past two years, Rollins has not only held its own as an institution of learning, but has made steady progress, and the present year shows a gain in the number of students of fully fifty per cent. over that of last year.

There have been several important additions to the faculty since the last report. The new President, Rev. Geo. M. Ward, entered upon his work last spring. Mr. Ward was the former General Secretary of the International Society of Christian Endeavor, and has had wide experience as a lawyer, business man and clergyman. He has taken the following degrees: A. B. and A. M. from Dartmouth, LL. B. from Boston University, B. D. from Andover Theological Seminary and has done post-graduate work at Johns Hopkins University. Mr. Ward is also the professor of Moral and Political Science.

Professor E. C. Hills has taken charge of the department of Modern Languages and offers both elementary and advanced work in German, French and Spanish. Mr. Hills took his A. B. at Cornell University, was graduate-fellow in the Romance Languages at the same institution for one year after taking his degree and spent a year studying at the Sarbonne and College de France in Paris. He has also spent two years among the Cubans and speaks Spanish.

Professor F. E. Emerich is soon to assume charge of the Mathematical Department in the place of Professor Barrows, who was compelled to give up his work on account of ill health. Professor Emerich has taken the degrees of A. B. and A. M. at Bowdoin and has had several years experience in teaching advanced mathematics in normal schools.

The old faculty, with the exception of Professor Barrows, are still at their posts and doing the thorough, conscientious work for which they are so well known.

In this connection it might be well to say that the depart-

ments at Rollins have been thoroughly systematized, each professor is a specialist and devotes his energies to his special field.

The courses of study offered by the college and associated academy have been extended and broadened, and important changes have been made in the entrance requirements of the college. Hereafter, the applicant for admission to the college may offer as entrance requirements, in addition to the preliminary subjects, (a) Latin and Greek as has been the rule heretofore, or may offer in their stead, (b) Latin and French or German, or (c) French and German. This change in no wise lowers the standard of entrance requirements, but merely puts the modern languages on an equal footing with Latin and Greek.

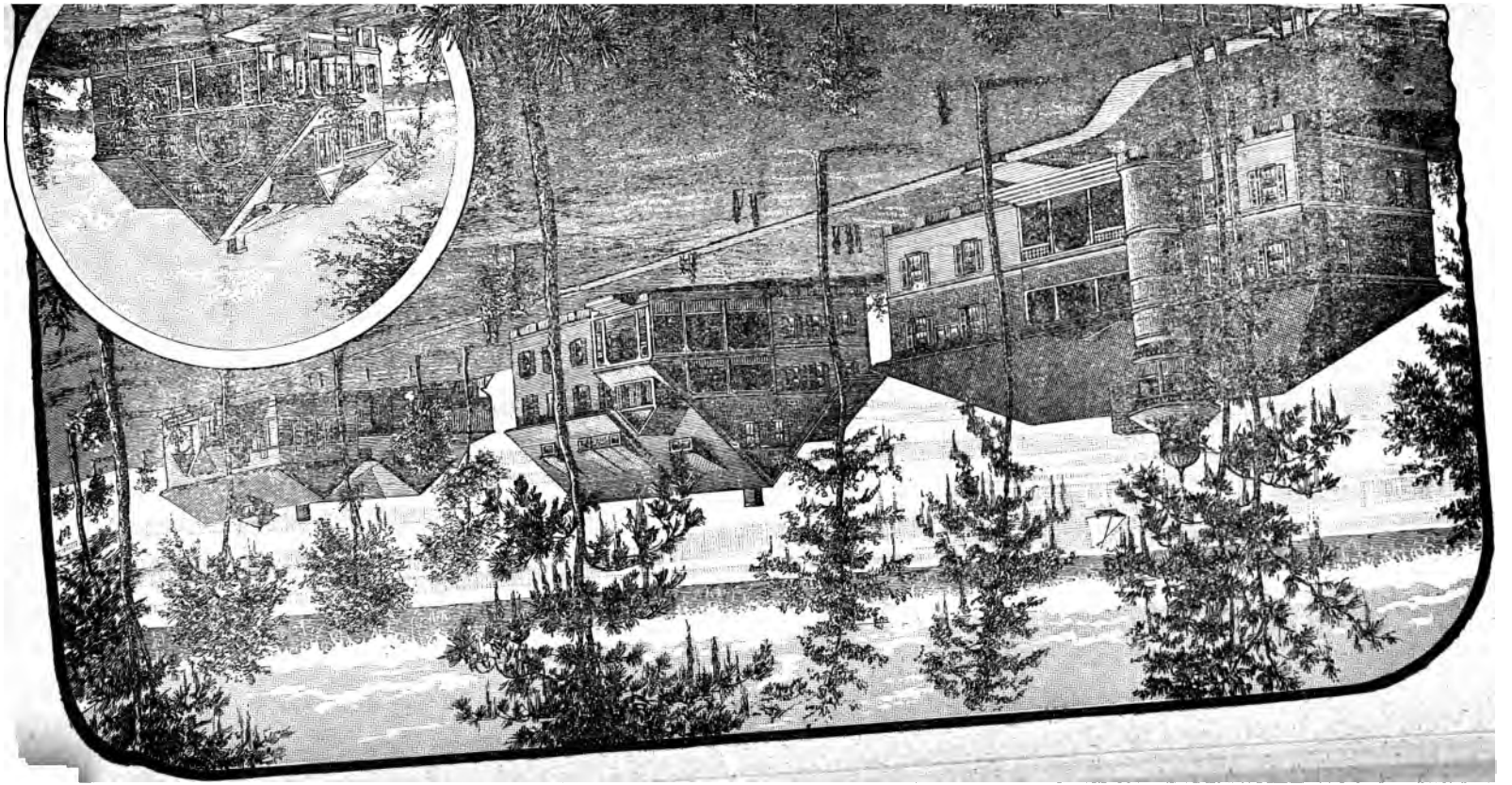
Moreover, the candidate for Bachelor of Arts at Rollins may henceforward devote himself to any studies for which he is prepared, and receive his degree, provided he does satisfactorily the requisite amount of work. As has been the rule heretofore, courses in the college may be taken by special students not candidates for the degree of A. B., and by students in the academy, if they have given proof of their fitness for the work.

The academy associated with the college, has a two-fold object: (a) to give a liberal education to students that are unable to take a college course, and (b) to give a thorough preparation for admission to Rollins or other colleges. Freedom of choice in the selection of studies is allowed in the academy as well as in the college, so that an academic student may devote himself to the Arts and Sciences, whether he intends to take advanced work in the college or not, and may direct his energies towards fitting himself for a business career. In the Commercial Department there are opportunities for thorough, practical training in Bookkeeping, Stenography and Telegraphy.

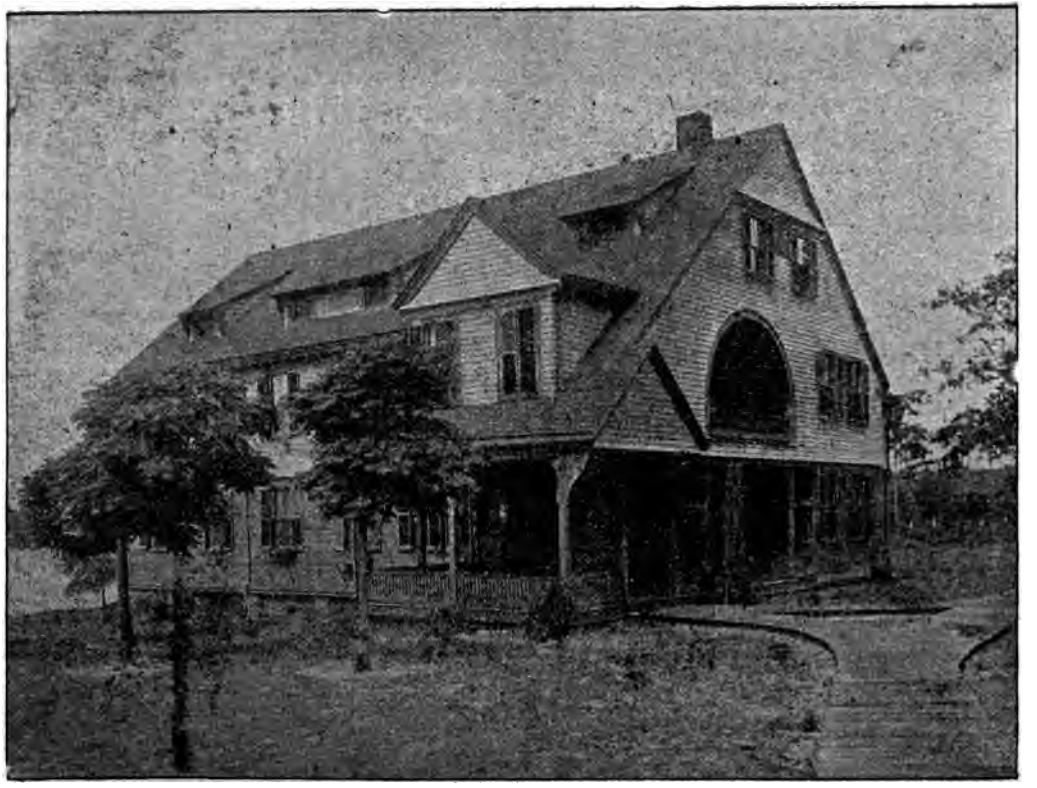
The Musical and Art Departments of Rollins have maintained their previous standard of excellence and have met with gratifying success both in the number of students and in the quality of work done.

The price of tuition and board is placed so low that the advantages of Rollins are within the reach of the youth of both North and South. In fact the fees of the students do not pay quite one-third of the total expenses of the institution.

Every precaution is taken to guard the health of the students. The best sanitary conditions are maintained about the



KNOWLES HALL, ROLLINS COLLEGE, WINTER PARK, FLA.



"LAKESIDE" DORMITORY ..

...TER PARK, FLA.

buildings, abundant and wholesome food is furnished at the table and there is daily physical exercise in a well appointed gymnasium. The lake region of Florida is noted for its healthfulness, and we are proud to say that during the past ten years, there has been at Rollins no death, no contagious disease, no malaria that originated here nor a single case of protracted illness of any kind. There could not be a better record than this.

Under our new president's management we look for great advance in all directions. Already the curriculum has been widened, new courses of instruction have been opened to the students, and many further additions are to be inaugurated at once. Several new instructors have been added to the faculty, whose preparation is such as to retain the high standard Rollins has always demanded of her teachers.

Under Mr. Ward's guidance the college will be conducted on a broad non-sectarian basis. The aim will be to furnish a practical training to all students. The high standard of the college and academic work will be carefully retained. At the same time it is intended to offer in addition courses suitable for the training of students for earning their own living. Many young men and women are anxious to attend school but have only a limited time for such a privilege, and wish to make their studies count toward a livelihood. For all such *practical* courses are arranged.

Students will be fitted to act as stenographers and bookkeepers, and will be given a general idea of business law.

The Normal class will train young ladies for teachers, a "Model" school furnishing them opportunity for practice in teaching, while the class room work will fit them for the requirements made by the State and County Boards of Education.

There are six buildings. Knowles Hall contains seven large recitation rooms, and the Chapel. The Lyman Gymnasium is a handsome building, completely equipped with modern gymnastic appliances. There are two cottages for boys. Each contains a reception room and single rooms for about thirty students, besides teachers who live with them. The hall for ladies will accommodate about seventy persons. It has a reception room, two parlors, bath rooms supplied with hot and cold water, and the entire building is heated by the hot water system. It is a delightful home for the young ladies. Another building contains the dining room, kitchen, store rooms, etc.

The "cottage system," so popular in the best educational institutions of the day, is the rule at Rollins.

One of the distinctive features of the College is its plan to provide home life for its students. The students live in cottages along with matrons and members of the faculty who have charge of them. The purpose is to control the student by such salutary restrictions as parents would impose, and to surround him with the cheerful and refining influences of a Christian home.

The total cost for tuition, board and room is $165 for the entire year. A separate room is assigned each student without extra charge.

For the two years contemplated in this report the following is a brief summary:

Summary of students for college year 1894–95:

Collegiate Dep't	11
Preparatory Dep't	137
Music Dep't	70
Total	218
Names repeated	51
Total number receiving instruction	167

For year 1895–96:

Collegiate Dep't	14
Preparatory Dep't	159
Music Dep't	84
Total	257
Names repeated	62
Total number receiving instruction	195

The year 1896–97 opens with a large increase in numbers, the attendance at the present writing being far in advance of the total number enrolled during the last college year.

Respectfully,
E. C. Hills,
Clerk of Faculty.

FLORIDA CONFERENCE COLLEGE.

LEESBURG, FLORIDA.

Enrollment: Session of 1895–96, 70.
Fall Term, 1896–97, 89.

FACULTY.

Rev. J. T. Nolen, A. B., B. D., President, (Emory and Henry College, and Vanderbilt University) Mental and Moral Science.

E. F. Herman, A. B., (Syracuse University, N. Y.) Ancient and Modern Languages.

Rev. F. A. Taylor, A. M., (Central College, Mo.) Adjunct Professor of Ancient Languages.

H. C. Morrison, B. S. D., (Warrenburg Normal, Missouri, and University of Chicago) Higher Mathematics and Natural Science.

Mrs. Beulah M. Warner, A. B., (Florida Conference College) English and History.

Rev. B. F. Lovelace, A. B., (Florida Conference College) Instructor in Mathematics.

J. N. Platt, M. S., (Florida Conference College) Tutor in Natural Science.

Mrs. A. S. Barnett, (New England Conservatory) Vocal and Instrumental Music.

Miss Fannie Collins, A. B., (Wesleyan Female College) Art and Physical Culture.

Miss Hannah W. Hopson, A. B., (Florida Conference College) Stenography and Typewriting.

COURSE OF STUDY.

SUB-FRESHMAN DEPARTMENT—FIRST YEAR—FALL TERM.

English—Reading, Word Lessons, Language Lessons; *Latin*—Introductory Latin; *Mathematics*—Grammar School Arithmetic; *Science*—Descriptive Geography; *The Bible.*

SPRING TERM.

English—Reading, Word Lessons, Language Lessons; *Latin*—Introductory Latin; *Mathematics*—Grammar School Arithmetic; *Science*—Descriptive Geography; *The Bible.*

SECOND YEAR—FALL TERM.

English—Orthography, U. S. History, Intermediate Grammar; *Latin*—Introductory Latin Completed; *Greek*—Beginners' Book— *White*; *Mathematics*—Higher Arithmetic, School Algebra; *Science*—Physiology; *The Bible.*

SPRING TERM.

English—Orthography, U. S. History, Intermediate Grammar; *Latin*—Cæsar begun, Grammar; *Greek*—Beginners' Book— *White;* *Mathematics*—Higher Arithmetic, School Algebra; *Science*—Elementary Botany; *The Bible.*

COLLEGIATE DEPARTMENT—FRESHMAN CLASS—FALL TERM.

English—Higher Grammar, General History; *Latin*—Cæsar completed, Grammar and Composition; *Greek*—Anabasis begun, Grammar and Composition; *Mathematics*—College Algebra; *Natural Science*—Physical Geography; *The Bible.*

SPRING TERM.

English—Higher Grammar completed, General History completed; *Latin*—Virgil, Grammar and Composition; *Greek*—Anabasis completed, Grammar and Composition; *Mathematics*—Algebra, Plane Geometry; *Natural Science*—Elementary Physics; *The Bible.*

SOPHOMORE CLASS—FALL TERM.

English—Rhetoric, American Literature; *Latin*—Cicero Grammar and Composition; *Greek*—Plato, Grammar and Composition; *Methematics*—Solid Geometry; *Natural Science*—Elementary Chemistry; *The Bible.*

SPRING TERM.

English—English Literature, English History; *Latin*—Livy, Grammar and Composition; *Greek*—Herodotus and Selections, Grammar and Composition; *Mathematics*—Trigonometry; Plane and Spherical; *Natural Science*—Zoology; *The Bible.*

JUNIOR CLASS—FALL TERM.

English--Study of English Classics with Lectures; *Latin*—Horace, Prosody; *Greek*—Homer's Iliad, Prosody; *Mathematics*—Analytical Geometry; *Natural Science*—Higher Physics; *The Bible.*

SPRING TERM.

English—Studies, Essays and Lectures; *Latin*—Juvenal or Tacitus; *Greek*—Demosthenes, De Corona; *Mathematics*—Differential and Integral Calculus; *Natural Science*—Higher Botany; *The Bible.*

SENIOR CLASS—FALL TERM.

Mathematics—Mechanics; *Mental and Moral Science*—Psychology with Lectures and Parallel Readings; *Political and Social Science*—Political Economy with Readings and Lectures; *Natural Science*—Higher Chemistry with Experimental Lectures; *The Bible.*

SPRING TERM.

Mathematics—Astronomy; *Mental and Moral Science*—Moral Science and Logic with Lectures; *Political and Social Science*—American Government with Supplementary Work; *Natural Science*—Geology and Chemistry with Lectures; *The Bible*

NORMAL COURSE.

The aim of this course is to give teachers a more thorough professional training. Many teachers of our public schools need special training to prepare them for better professional work. To help these teachers and others who expect to make teaching a profession the following course will supply a long-felt need.

It is the purpose of the faculty to make this course a permanent department of the college work. By this means teachers can get special training for their profession, and also the deeper educational training which comes from studying the regular branches of a college curriculum. If a teacher educates, he himself must be educated. No teacher is truly educated and properly qualified for his responsible work who has not mastered at least some branches of a college course. It is purposed therefore not only to give teachers as much normal training as possible, but also to give them as much college training as practicable with the limited time they have. They will thus be better educated and become better educators in the public schools where better educational work is so much needed.

COURSE OF STUDY.

1. Arithmetic.
2. Grammar.
3. Descriptive Geography.
7. Orthography.
8. Reading.
9. Composition.

4. History.
5. Civil Government.
6. Algebra.
10. Theory and Practice of Teaching.
11. Physiology.
12. Physical Geography.

REMARKS.

In May, 1895, J. T. Nolen, A. B., B. D., was elected President. The faculty elected at that time to assist him in all departments consisted of only three teachers besides himself. The next session opened with the four teachers and about 40 students. It closed with seven teachers and 70 students. For the present session ('96–97) eleven teachers have been employed and 89 students have been enrolled before the end of the fall term.

The financial depression following the late freeze decreased the patronage for a time, but in spite of this fact, recent improvements have been made and the college is better equipped and is doing better work than ever.

The following advantages and improvements may be mentioned:

1. The faculty has been increased. There is a sufficient number of teachers to meet all the requirements of a full college course.

2. The course of study has been raised and made more full and complete than heretofore.

3. The time of class recitation has been increased from 30 to 40 minutes—an increase of 50 per cent.

4. New materials and apparatus have been purchased for the laboratory.

5. A large cistern has been constructed to furnish pure water for the College Home and the Main Building.

6. Four new Mathusheck pianos have been bought for the music department.

7. A Normal Course has been added to the departments of instruction, giving special advantages to those who expect to make teaching a profession.

8. The fact should be noted that the expense for one session in the Florida Conference College is from $50.00 to $100.00 less than in most other colleges of like grade.

9. The college is in a healthful locality. During the last ten years no student has died at the college and during the last session many have improved in health.

10. The excellent moral and religious influences of the town and college should not be undervalued.

11. By means of the Mess Hall, which has been successfully run, students of limited means have gotten board at the nominal cost of $4.50 per month.

12. The Boarding Department of College Home has been placed under the successful management of Mr. T. R. Pierce and wife, who have given good board for $10.00 per month.

The Board of Trustees and friends are alive to the interests of the college, and their intention is to continue making improvements till the Florida Conference College stands in the front rank among the educational institutions of our land.

JOHN T. NOLEN,
President.

ST. LEO MILITARY COLLEGE.

ST. LEO, FLORIDA.

In the hilly regions of Pasco County, Florida, on the line of the Plant System Railroad, and delightfully situated on the silvery waters of Lake Jovita, stands St. Leo Military College, the first and only Catholic College in the State. This Institution is conducted by the Fathers of the Order of St. Benedict.

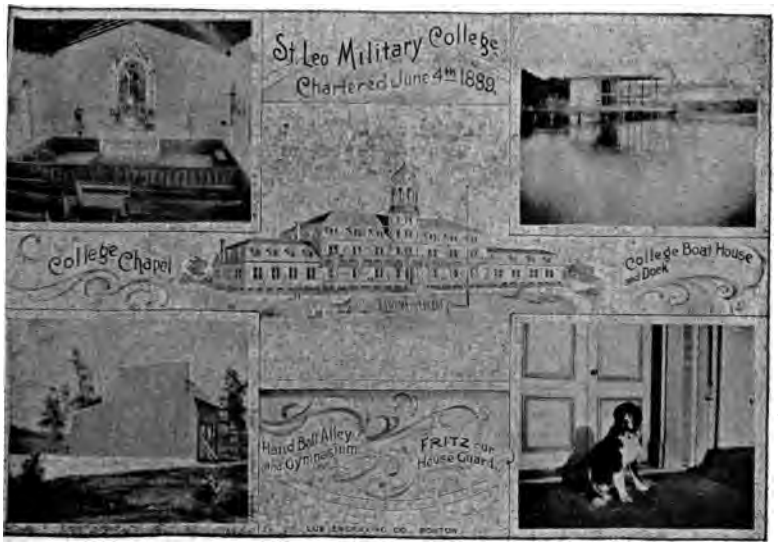
The Benedictine Order has always been foremost in the ranks of educators and Christianizers of the world. Founded by St. Benedict on Monte Casino, Italy, A. D. 520, it soon spread over the whole of Europe. Most European Universities owe their origin to this famous Order.

In the year 1846 it was transplanted to America by Arch-Abbot Wimmer, who laid his first foundations at Latrobe, Pa. From thence it spread rapidly over the whole Union. The Benedictine Monks now have colleges at Latrobe, Pa., Manchester, N. H., Newark, N. J., Atchison, Kan., Collegeville, Minn., Cullman, Ala., Belmont, N. C., Peru, Ill., Chicago, Ill., and at Saint Leo, Fla. This latter institution was founded by Abbot Haid of Belmont, N. C., A. D. 1889.

The Monks came to Florida at the frequent and earnest solicitations of Rt. Rev. Bishop More of St. Augustine, Fla. Though one of the first to receive the gospel, Florida was without a single Catholic College for boys until the advent of the Benedictines in 1889.

St. Leo Military College is situated on Lake Jovita in one of the healthiest spots of South Florida. Lake Jovita is within three minute's walk of the college, and is an endless source of pleasure to those fond of rowing, fishing and bathing. Other out-door sports are seasonably indulged in. A gymnasium, now in course of erection, will be a great assistance to the physical development of the students. The best advertisement for the healthfulness of Pasco County is the fact, that within the last five years the College Infirmary has had but one inmate.

Though begun under the most adverse circumstances, without any endowment fund, the poverty of Catholics generally and the apparent apathy of those who should have been its



ST. LEO MITITARY COLLEGE, ST. LEO, FLA.

warmest supporters, this institution began to flourish and as the present time fulfills the most sanguine expectations of itt founder.

The buildings will accommodate about forty boarders and is generally taxed to its fullest capacity.

Thorough instruction is given in the Commercial and Classical Departments.

Military Drill by one of the Fathers is obligatory for all.

Students, no matter what their religious profession, are admitted at any time.

Post Office, Telegraph and Express Offices in the college building.

The strictest attention is paid to a boy's moral training.

By an especial act of the Legislature, approved by the Governor June 4, 1889, this corporation was created to have and possess the right and power of conferring the usual academic degrees granted by any college in the State.

The receipts of the college for the term 1895–96 amounted to Five Thousand Dollars. The grounds and buildings are valued at $25,000.

BOARD OF TRUSTEES.

Rt. Rev. Charles H. More, O. St. B., President,
Rev. F. Benedict, O. St. B., Vice President,
Rev. F. Roman, O. St. B.,
Rev. F. James, O. St. B.,
Rev. F. Louis, O. St. B., Secretary.

COURSES OF INSTRUCTION.

1. PREPARATORY COURSE.

This class is intended for pupils who are not sufficiently advanced to enter the Commercial or the Classical Course. It presents boys and young men whose time and means are limited, with a good opportunity for obtaining a fair knowledge of English, German, Arithmetic and the other necessary branches of an ordinary education.

TEXT BOOKS.

Religious Instruction—Catechism (Council Baltimore); *English*—Reed's Introductory Language Work (Grammar), Reed's Word Lessons (Speller), Gilmour's Catholic National Third Reader; *Arithmetic*—Robinson's Rudiments; *Bible History*—Spaulding's; *Geography*—Mitchell's Elementary; *German*—(optional); *Penmanship*.

2. THE COMMERCIAL COURSE.

A thorough practical business education is the prime object of the Commercial Course. Yet it also aims to prepare young men for educated society, supplying them with such useful knowledge as may fit them for entering a professional calling, should this be desired. A competent knowlege of the elements of English, Arithmetic, Geography, etc., is a requisite for admission to this course. Students who pass a satisfactory examination in all the branches prescribed, may receive the Diploma, with the title of Master of Accounts. Three years are ordinarily required for graduation; more advanced students may, however, be admitted to the second or first class on entering the college.

THIRD CLASS.

Religious Instruction—Catechism Council Baltimore and Spaulding's Bible History, Vol. I; *English*—Reed and Kellogg's Graded Lessons (Grammar), Reed's Word Lessons (Speller), Gilmour's Catholic National Fourth Reader, Practical Exercises in Composition; *German*—Worman's Complete; *Arithmetic*—Robinson's Practical; *Bookkeeping* — Crittenden's Counting-House; *United States History*—Sadlier's; *Geography*—Mitchell's Intermediate; *Penmanship.*

SECOND CLASS.

Religious Instruction—Deharbe No. 2, and Spaulding's Church History, Vol. II; *English*—Reed and Kellogg's Higher Lessons (Grammar), Reed's Word Lessons (Speller), Gilmour's Catholic National Fifth Reader, Practical Exercises in Composition; *German*—Worman's Complete; *Arithmetic*—Robinson's Higher, Repetition of Fractions, Decimals, etc., Ratio, Simple Proportion, Five Problems of Percentage, Simple Interest; *Bookkeeping*—Williams and Rogers', Single and Double Entry; *General History*—Kearney's; *Geography*—Mitchell's Intermediate; *Penmanship.*

FIRST CLASS.

Religious Instruction—Deharbe No. 1; *English Rhetoric*—Quackenbos Debating Society; *Literature*—Jenkins'; *Arithmetic*—Robinson's Higher; *Algebra*—Brooks' Normal; *Geometry and Trigonometry*—Brooks' Normal; *Bookkeeping*—Williams and Rogers' (completed); *General History*—Kearney's Compendium; *Geography*—Mitchell's Ancient and Modern Atlas; *Logic*—Hill's; *Political Economy*—Lectures; *Commercial Law*—Lectures; *Civil Government*—Lectures; *Composition*—Practical Exercises, etc.; *Elocution*—Selections.

3. THE CLASSICAL COURSE.

This course is especially designed for aspirants to the Holy Priesthood.

A solid classical training is the soul of a collegiate education, and hence no young man should fail to embrace this course before he devotes himself to any special branch of study.

FIFTH CLASS.

Religious Instruction—Catechism Council Baltimore and Spaulding's Bible History, Vol. I; *Latin*—Englemann's Grammar, to Section 111, page 124; Englemann's Exercises, to Section 193, page 89; *English*—Reed and Kellogg's Graded Lessons (Grammar), Reed's Word Lessons (Speller), Gilmour's Catholic National Fourth Reader, Practical Exercises in Composition; *German*—Worman's Complete; *Arithmetic*—Robinson's Practical; *United States History*—Sadlier's; *Geography*—Mitchell's Intermediate; *Penmanship.*

FOURTH CLASS.

Religious Instruciion—Deharbe No. 2, and Spaulding's Church History, Vol. II; *Latin*—First Session—Englemann's Grammar, Repetition, to Section 185, page 202; Englemann's Exercises, to Section 321, page 169. Second Session—Extracts from Grecian and Roman Antiquity; *Greek*—Second Session, Spiess and Seiffert's Grammar to Chapter XVIII; *English*—Reed and Kellogg's Higher Lessons (Grammar), Reed's Word Lessons (Speller), Gilmour's Catholic National Fifth Reader, Practical Exercises in Composition; *German*—Worman's Complete (completed); *Arithmetic*—Brooks' New Written, Repetition of Fractions, Decimals, etc., Ratio, Simple Proportion, Five Problems of Percentage, Simple Interest; *United States History*—Sadlier's; *Geography*—Mitchell's School Geography and Atlas; *Pnemanship.*

THIRD CLASS.

Religious Instruction—Deharbe No. 1; *Latin*—Zumpt's Grammar, Syntax to Section 517 (Rep.), Cæsar and Ovid, Anthon's Latin Prose Composition, Written Exercises; *Greek*—Spiess and Seiffert's Grammar to Chapter XXXI., Breitter's Exercises; *English Rhetoric*—Quackenbos, Composition, Debating Society; *Elocution*—Selections; *Arithmetic*—Robinson's Higher (completed); *Algebra*—Brook's Normal; *Geometry*—Brook's Normal; *History* — Kearney's Compendium; *Geography*—Mitchell's Ancient and Modern Atlas; *Chemistry*

—Steele's Fourteen Weeks; *Natural Philosophy*—Steele's Fourteen Weeks.

SECOND CLASS.

Religious Instruction—Weninger's Manual, Part 1; *Latin*—Zumpt's Grammar, to Section 672, Cicero de Senectute et de Amicitia, et de Officies, Virgil, Latin Prose Composition, Written Exercises; *Greek*—Spiess and Seiffert's Grammar, Repetition, Irregular verbs, to Chapter XXXIII, Breitter's Exercises, Xenophon; *English Rhetoric*—Blair's; *English Literature*—Jenkins; *Composition*—Practical Exercises; *Algebra*—Robinson's University, to page 217; *Geometry*—(Plain and Sperical), Robinson's New to page 243; *History*—Fredet's Modern; *Geology*—Steele's Fourteen Weeks; *Astronomy*—Steele's Fourteen Weeks; *Elocution*—Selections.

FIRST CLASS.

Religious Instruction—Weninger's Manual (completed) or Concil, Trident; *Latin*—Zumpt's Grammar (completed), Cicero's Orations, Horace, Latin Prose Composition, Written Exercises; *Greek*—Spiess and Seiffert's Grammar (completed), New Testament, Homer, Written Exercises; *English Rhetoric*—Blair's (completed); *English Literature*—Jenkins' (completed); *Algebra*—Robinson's University (completed); *Trigonometry*—(Plain and Spherical) Robinson's (completed); *History*—Fredet's Modern (completed); *Bookkeeping*—Williams' and Rogers' (completed); *Composition*—Practical Exercises; *Political Economy*—Lectures; *Civil Government*—Lectures; *Elocution*—Selections.

No student will be exempted from any branch of studies prescribed in the regular course. After the Quarterly Examinations, students who fall below the average (70 per cent.), and offer no hopes of graduating or advancing to a higher class the following year, will be sent to a lower grade.

RULES OF CONDUCT.

1. Students must be obedient and respectful to the officers of the College, and observe habitual politeness towards one another.

2. During study and class hours, in going to and from the chapel and dining-room, in the dormitories and in the laboratory the strictest silence and order must be observed.

3. Students must always be where their respective duties call them. Standing about in the halls during class and study hours will not be tolerated.

4. No student is allowed to leave the College premises without the Rector's permission.

5. All running, whistling and noisy plays within the house are strictly prohibited.

6. Students will be held responsible for any damage they do to property.

7. Day scholars bringing tobacco or intoxicants for the boarders will be expelled.

8. Letters to parents may be written on any day of the week.

9. Students that have made their first holy communion are to approach the Sacraments once a month.

10. Students are not allowed to go to the Lake unless accompanied by one of the Fathers.

11. Students who habitually disregard these rules, or who create discontent, will be expelled.

TERMS—FOR SESSION OF TEN MONTHS.

Board, Tuition and Washing of Linen	$200 00
Piano, with use of Instrument	30 00
Phonography	10 00
Telegraphy	20 00
Typewriting	12 00
French and Spanish, each	20 00
Violin	20 00
Graduation Fee	5 00
Day Scholars, per month	5 00

RT. REV. CHARLES H. MORE, O. St. B.,
President.

Saint Leo, Florida.

FLORIDA NORMAL SCHOOL AND BUSINESS INSTITUTE.

WHITE SPRINGS, FLORIDA.

The Florida Normal College was organized in 1887, and incorporated by the Legislature of the State of Florida.

By the Legislature of 1889 a donation of $5,000 was made to this College. The consideration on the part of the State for this exceedingly liberal donation being a tender of free tuition in the Literary Department of this College perpetually for one pupil from each Senatorial District, to be subject to the appointment of the State Senator thereof.

The School has now Literary, Commercial, Music and Art Departments. Other departments will be added as the needs of the School may demand. In the Literary Department three courses are sustained—Teachers', Scientific and Classical. The length of the term is ten weeks.

The following privilege was granted this College in the original charter, Acts of 1887:

Chapter 3809, Section 6. "Whenever the prescribed course of study in said School and Institute has been approved by the proper public school authorities of the State, the graduates holding Diplomas in either the Classic or Scientific Course, shall be deemed qualified to teach in the common schools of the State, and such Diploma shall stand in lieu of a first-class certificate, as issued under the State laws; *provided*, such Diploma is endorsed in writing on the back by the State Superintendent of Schools."

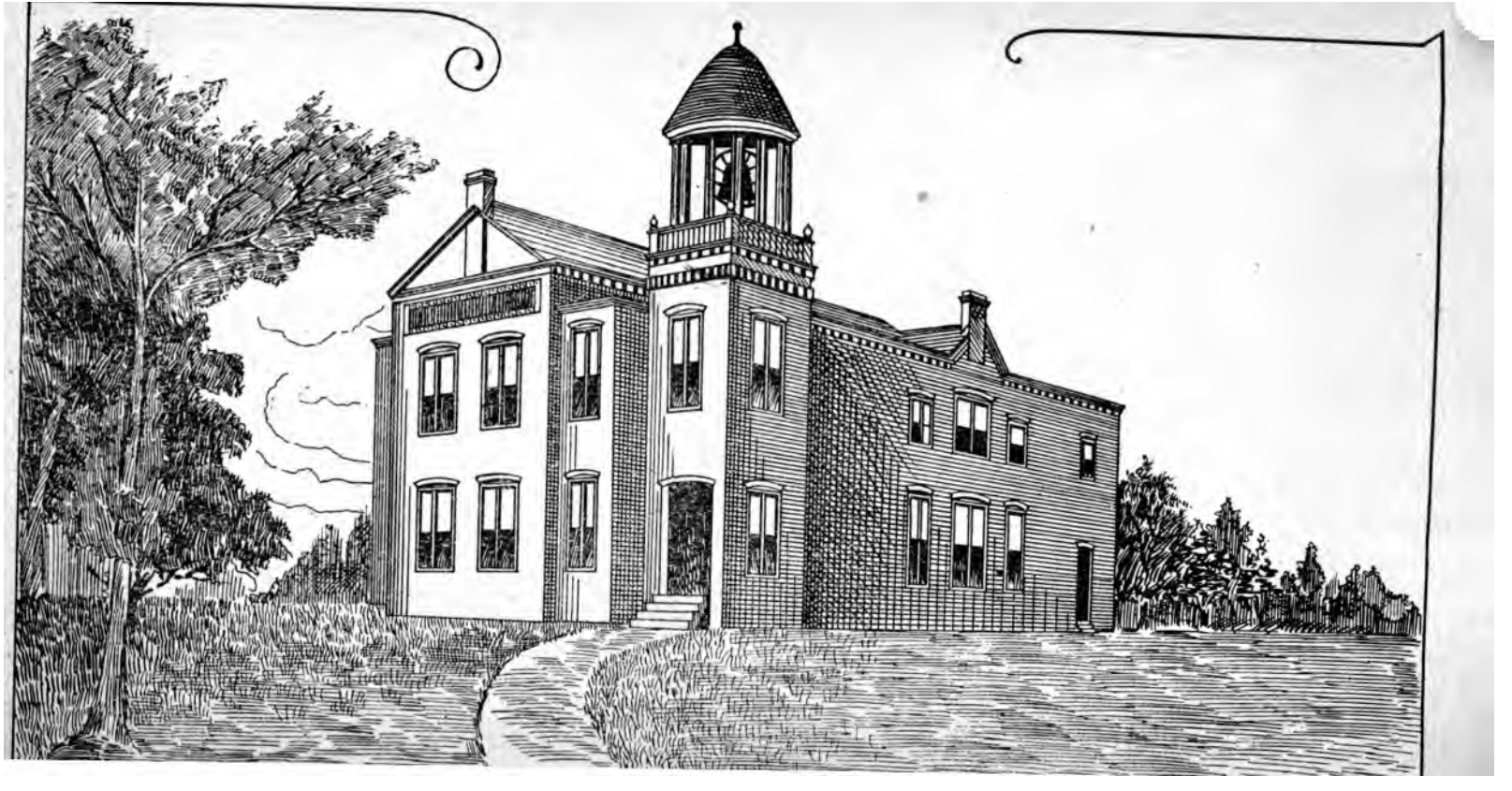
LITERARY DEPARTMENT.

TEACHERS' ENGLISH COURSE—FIRST TERM.

Studies—Practical Arithmetic, English Grammar, U. S. History, Orthography, Physiology; *Drills*—Penmanship, Reading, Letter writing, Parliamentary Law.

SECOND TERM.

Studies—Higher Arithmetic, English Analysis, Rhetoric and Composition, Descriptive Geography, Algebra; *Drills*—Penmanship, Elocution, Debating.



THIRD TERM.

Studies—Civil Government, Physical Geography, Psychology, Algebra, Pedagogy; *Drills*—Drawing, Vocal Music, Debating, Essays.

NORMAL TERM.

Studies—Elocution, Penmanship, Reviews, Essays, Orations; *Drills*—Theory and Practice, Teachers' Training, Discussion of Methods, Graduating Orations.

SCIENTIFIC COURSE.

FIRST TERM.

Studies—Geometry, Botany, Cæsar, English Literature, History of Greece and Rome; *Drills*—Constitutional History, Debating (Historical Questions), Parliamentary Law.

SECOND TERM.

Studies—Trigonometry, Geology, Cæsar, English Literature, History of Germany; *Drills*—Constitutional History, Debating, (Ethical Questions.)

THIRD TERM.

Studies—Analytics, Chemistry, Virgil, American Literature History of France; *Drills*—Constitutional History, Debating (Political Questions.)

FOURTH TERM.

Studies—Astronomy, Physics, Virgil, American Literature, History of England; *Drills*—Constitutional History, Senate.

FIFTH TERM.

Studies—Calculus, Teachers' Training, Reviews; *Drills*—Graduating Orations.

CLASSICAL COURSE.

FIRST TERM.

Studies—Psychology, Cicero, Greek; *Drills*—Class Essays, Debating, Term Orations.

SECOND TERM.

Studies—Logic, Horace, Xenophon; *Drills*—Class Essays, Debating, Term Orations.

THIRD TERM.

Studies—Political Economy, Juvenal, Homer; *Drills*—Class Essays, Debating, Term Orations.

FOURTH TERM.

Studies—Criticism, Livy, Homer; *Drills*—Class Essays, Debating, Term Orations.

FIFTH TERM.

Studies—Ethnology, Greek Testament, Training; *Drills*—Reviews, Graduating Theses.

Diplomas: Teachers' Course, Bachelor of Didactics, Scientific Course, Bachelor of Science. Classical Course, Bachelor of Arts.

MUSICAL DEPARTMENT.

PIANO—FIRST COURSE.

Technical—Schmidt, Five Finger Exercises; Duvernoy, Ecole de Mechanism, I; Duvernoy, Ecole de Mechanism, II; Duvernoy, de Mechanism, III; Czerny, Etudes de la Velocitie, I; Czerny, Etudes de la Velocitie, II; Czerny, Etudes de la Velocitie, III; Czerny, Etudes de la Velocitie, IV; Cramer, Etudes, (H. v. Bulow), I; Cramer, Etudes (H. v. Bulow) II; Cramer, Etudes (H. v. Bulow), III.

Musical—Czerny, 110 Exercises; Clementi, 6 Sonatinas; Clementi 8onatinas; Kuhlan, Sonatinas; Kuhlan, Sonatinas; Hayden, Sonatas, (selected); Mozart, Sonatas, (selected); Mozart, Sonatas, (Selected); Mozart, (Selected; Beethoven, Sonatas, (Selected); Beethoven, Sonatas, (Selected).

Scales, arpeygias and other technics throughout this course. Compositions of a lighter and more modern style, interspersed with the classic pieces. Harmony.

Diploma: Teacher of Music.

SECOND COURSE.

Kullack, Octave Exercises; Chapin, Etudes, Op. 10, I. or II.; Chapin, Etudes, Op. 25, I. or II.

Beethoven, Sonatas, (Selected); Mendelssohn, G Min. Concerto; Beethoven, C Min. Concerto; Beethoven, E b. Maj. Concerto; Hummel, A Min. Concerto.

Suitable technics, (Tansig, Mocheles, Mason, etc.) Compositions by Liszt, Henselt, Raff, Rubenstein, Mendelssohn, Chapin, Bach, etc. Harmony.

Diploma: Master of Music.

VOCAL CULTURE.

ITALIAN METHOD.

Bassini, Art of Singing; Aprile, Solfeggios; Cressentini, Solfeggios; Concone, Solfeggios.

Concone, 50 Lessons; Ballads; Opera and Oratorio Parts; Opera and Oratorio Parts.

Murchesi, and other noted studies, compositions, classical and modern.

Diploma: Master of Singing.

VIOLIN.

Wichtle, Violin Method, Keyser, Etudes I and II Kreutzer, Etudes, Solos and Duets by old and modern masters.

The above curriculum will be adhered to strictly.

R. FASOLT.

Dir. Mus. King of Prussia, formerly teacher at Sterns' Conservatory of Mus., Berlin, Prussia, Director.

COMMERCIAL DEPARTMENT.

ACCOUNTANTS' COURSE.

FIRST TERM.

Studies—Book-keeping, Arithmetic, Grammar; *Drills*—Debating, Letter writing.

SECOND TERM.

Studies—Advanced Book-keeping, Commercial Arithmetic, Grammar; *Drills*—Business Forms, Debating.

BUSINESS COURSE.

FIRST TERM.

Studies—Book-keeping, Arithmetic, Grammar; *Drills*—Letter Writing, Debating, Penmanship.

SECOND TERM.

Stadies—Book-keeping (Advanced), Arithmetic (Commercial), Grammar; *Drills*—Business Forms, Penmanship, Commercial Law, Debating.

THIRD TERM.

Studies—Actual Business, Rhetoric, Political Economy; *Drills*—Commercial Law, Debating, Penmanship.

This department comprises two courses, for the first certificate is given, for the remaining one a diploma.

For further information, address,

THOS. D. KIRK, President.

JASPER NORMAL INSTITUTE.

JASPER, FLORIDA.

Hon. W. N. Sheats, Tallahassee, Florida:

DEAR SIR—In reply to your request of Dec. 20, 1896, I take pleasure in forwarding you the following report:

Jasper Normal Institute was established in September, 1890. It opened with sixty pupils and four teachers. In the spring of 1894, a second building was erected. The school now occupies two good frame buildings with 11,400 square feet of floor space, separated into sixteen rooms. The buildings are well supplied with appropriate school furniture. The laboratory is well equipped with chemical and physical apparatus. A full set of tools and a work bench are provided and pupils are instructed in the manufacture of such apparatus as may be easily and cheaply made.

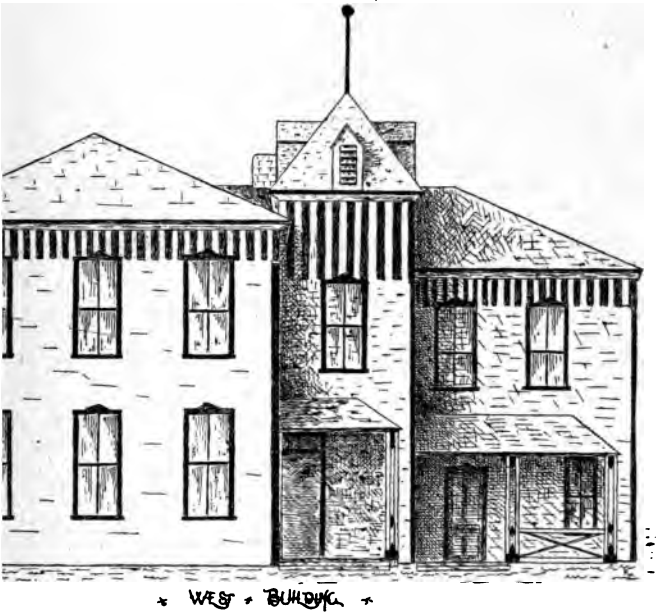
The library is supplied with six sets of encyclopædias and numerous other reference works together with a large number of the best histories and works on literature, science, etc. The students have access to an excellent pedagogical library, owned by the principal. The reading room is regularly supplied with a number of leading papers and periodicals.

The faculty at present consists of eight teachers. SIX of them are graduates of leading normal schools.

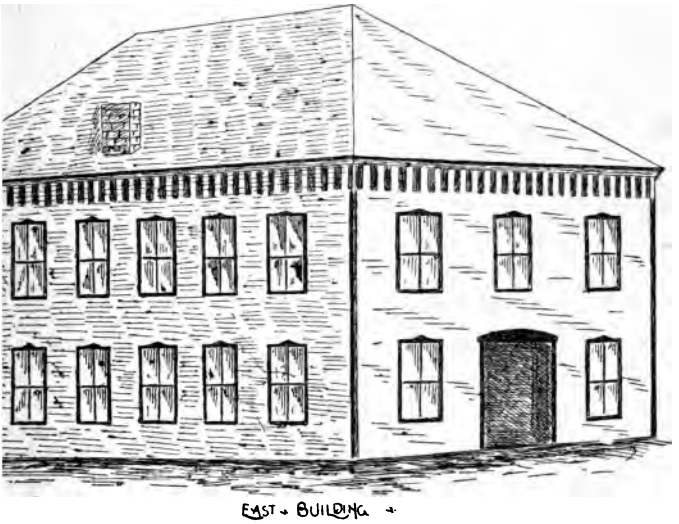
The courses of study are arranged so as to give the student the maximum amount of knowledge and mental power in the minimum time.

One of the principal aims of Jasper Normal Institute is to train young men and women, who desire to teach, to perform properly the duties of the school room. How well this work has been done was stated in the Biennial Report of Florida Schools for 1892-94, page 51: "A few years later, J. M. Guilliams, a former professor in the above named Normal (White Springs) established the Jasper Normal Institute, in Hamilton county also, which has today a larger patronage, and 100 per cent. more students successfully conducting public schools at this time than any two schools dependent upon State appropriations."

In addition to preparation, for teaching, our courses furnish an excellent business education including Book-keeping, Com-



WEST BUILDING



EAST BUILDING

JASPER NORMAL INSTITUTE, JASPER, FLORIDA.

TILLER

mercial Law, Business Practice, Short-hand, Telegraphy, etc. Our Scientific Course prepares students for teaching in the higher grades of public schools in the State, or for enterance to the best schools of law or medicine.

Special stress is placed on drawing and vocal music. All who expect to teach are urged to prepare themselves well in these useful or rather essential branches.

Tuition charges are ten dollars per term of ten weeks. (The school year is divided into four ten-week terms). Board in excellent private families is ten dollars per month.

The health record of Jasper and the school is somewhat phenominal: Not a single death from disease among white persons between the ages of 6 and 25 years has occurred in Jasper since the school was established.

The attendance has steadily increased from the opening of the school. The total enrollment for the year ending June 20, 1896, was 293. Four States were represented. 24 counties of Florida and 6 in Georgia sent students. 150 came from territory outside of Jasper.

The total number of graduates since the school was organized, is as follows: Teachers' Course, 55; Commercial Course, 10; Scientific Course, 39; Music Course, 3.

The attendance for the first half of the present year is larger than for the corresponding time of any preceding year.

The school has always been self-supporting. The principa, has the sole management of the institution. It is, thereforel free from any political or sectarian domination. The teachers are chosen entirely on account of fitness for the work to be done. Each has his or her entire energies devoted to making the school a success.

Very respectfully,

J. M. GUILLIAMS,
Prin. Jasper Normal Inst.

ORANGE PARK NORMAL AND MANUAL TRAINING SCHOOL.

ORANGE PARK, FLA., Dec. 26, 1896.

Hon. Wm. N. Sheats, Superintendent of Public Instruction, Tallahassee. Fla.:

SIR—We have the honor to receive your letter of the 19th, requesting a representation of the "Normal and Industrial School at Orange Park, Fla.," for your Biennial Report. You express a wish for the "date of founding, the object or purpose of the school, the number of students, curriculum, present faculty," etc. You inquire also "how attendance is divided as to race, our experience and opinion as to co-education of the races," etc.

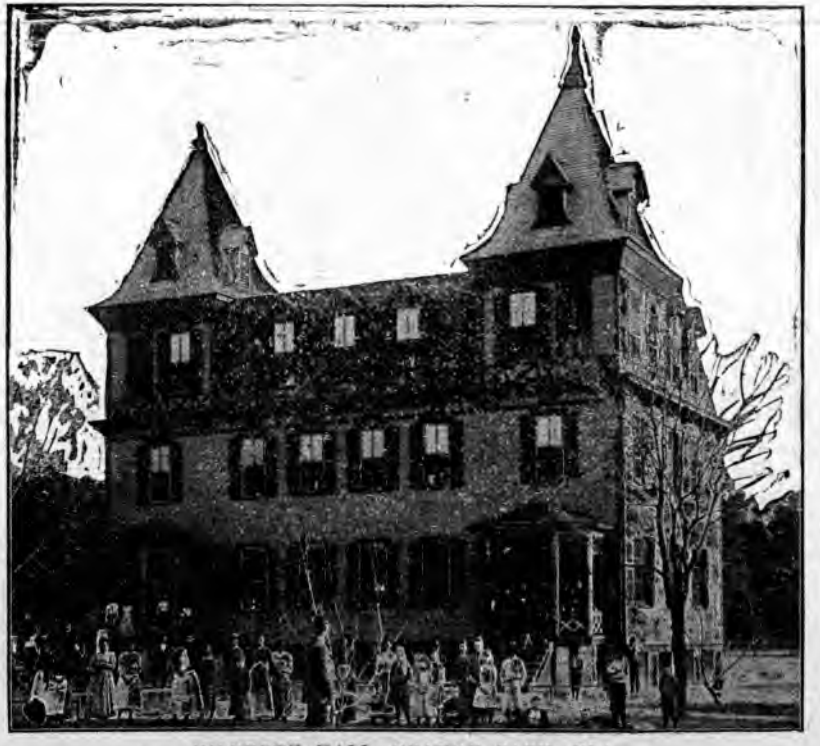
We appreciate your request and submit the following:

The Orange Park Normal and Manual Training School opened in the fall of 1891, with 26 students, 16 of whom were boarders. The second year the number was 116. The attendance has averaged about 100 pnpils from that time till the close of last year.

This school was founded by the American Missionary Association in view of an appeal from the State Association of Congregational Ministers of Florida who had acquainted themselves with the educational needs of the colored people. Several offers of location were reeeived by the Association, among which was the very choice one of several acres at Orange Park. This, which was made a gift by the town to the Association, included a handsome campus covered with oak and orange trees. The offer of this site having been accepted, a large central school building was erected with two additional dormitories, one for boys, and the other for girls. A spacious Manual Labor Building was also erected in which architecture, drawing, wood work and carpentry should be taught. Subsequently a very handsome chapel was added to the plant which has cost about $25,000. This does not include the funds which have gone into the school for salaries, maintenance and regular support.

The school was founded directly with reference to the education of colored youth, and particularly, as teachers of their race. It soon attained to a high rank, due to the experienced

GIRL'S INDUSTRIAL TRAINING SCHOOL, ORANGE PARK, FLA.



HILDRETH HALL, ORANGE PARK, FLA.

teachers who were secured. When the property was given to the society, it was received with the understanding that the white people should have the privileges of education at the institution if they should so desire. This was not nominated in the bond but was understood as a moral obligation on the part of the society in view of the generous gift of the land for the purposes of the institution.

This special request was made as no school for miles around would be likely to afford equal privileges. Consequently while the school was founded to educate the colored youth especially, white youth who lived almost without exception in the immediate vicinity and at the homes of their parents were not refused admittance. The few white students who boarded in the dining hall sat at their own tables. They had separate rooms, occupied different rows of seats in the chapel, and were under no compulsion in any way to mingle with the other race. As to the doctrine of social equality, it was neither talked of or mentioned. This is no part of the school work.

The institution was simply what it was intended to be, namely, a school in which Christian ideas should be constantly dominant in teaching and practice, while the educational standard should be thoroughly sincere and high. Whoever needed the advantages of the school were received in this Christian spirit and were taught by experienced and Christian teachers, with the purpose of building up intellectual, moral and Christian character, and with a desire and purpose to prevent the very evils evident in the South, which come from immoral commingling of the races. As a result of this careful teaching the white pupils and the colored pupils have held themselves in such self respect as to confirm the instruction and influences of the school.

The American Missionary Association has a large number of Normal Schools in the various Southern States, many of which have a history of thirty years. They have won the confidence and received the commendations of Southern educators, and in many cases their valuable cooperation. Many of these schools have local trustees, who are Southern people, and who act as visiting and advisory committees. In any one of them where a reason existed for the admission of white children of the Professors to receive the advantages of the institution these children have been admitted, and the observation of years has sustained our judgment that such exceptional cases have resulted in no injury to any one.

The Orange Park School is entirely a private institution. No aid has ever been asked from the State or received from it. Those who sustain it therefore have claimed the right to their judgment that those who may need its benefits should have the liberty and privilege of sharing them under Christian restrictions, watch and care. We agree in the belief that such commingling of the races as now exists in the South is thoroughly wicked. We join in the purpose to create every possible influence against it. It may be added that the number of white pupils at the Orange Park School has been entirely exceptional and that the American Missionary Association has no crusade on its hands in this direction.

The school began with pupils mostly in the lower grades. It has graduated in its short history seven, who have completed the entire course, which includes three years in the Primary, two years in the Intermediate, two years in the Grammar, and a Normal Course of four years.

The number of Normal students was increasing until the events of last year. The total number of students enrolled last year was 91. The total number of white pupils last year was 17, all of whom were day pupils, living in the immediate vicinity.

The course of study contemplates twelve grades, and from the entrance to the Primary grade extends through twelve years. The Intermediate grades continue through two years, and the Grammar grades through two years.

The Normal course of four years has for its first year, Advanced Arithmetic, Grammar, Physiology, Morals, etc.; for its second year, Algebra, Physical Geography, General History, Rhetoric, Civil Government, etc.; for its third year, Physics, English Literature, Astronomy, Chemistry, Botany and Book-keeping; for its fourth year, Geometry, Pedagogics, Theory and Practice, Methods, Psychology, etc.

Orthography, Rhetorical exercises, etc., are continued through the four years.

Pupils in the Normal course are given lessons in stenography and typewriting.

In Manual Training, Mechanical Drawing is taught in connection with shop work with thorough drill in reading and making drawings for constructional purposes, followed later by more general, complicated and finished work.

All the girls in the school receive careful instruction in sewing and girls industries. It will be remembered that this

school in the South Florida fair, held in Orlando, was awarded over thirty prizes, premiums or honorable mentions for its Manual Training work. One of its graduates has already been appointed Instructor of Mechanical Industries in a prominent institution for colored youth in Georgia. Others of its graduates are successfully teaching.

The following is the faculty appointed for the present school year:

Principal.....W. H. Blish, A. B.
Assistant Principal.....Miss Nellie S. Sheldon
" " .....Miss Carrie E. Bishop
" " .....Miss Elizabeth K. Whelden, B. L.
Preceptress and Matron of Girls' Hall.....
.....Miss Elizabeth Pingree
Preceptress and Matron of Boys' Hall..Mrs. W. H. Blish, B. L.
Manual Instructor and Treasurer.....Mr. O. S. Dickinson

The cuts are those of the "Girls' Dormitory," with the Central School Building in the distance and the Central School Building separate. Three other buildings complete the plant.

It is not our purpose to be divisive in the cause of education in the State of Florida. It is on the other hand our desire to be co-operative with all endeavors to banish ignorance and immorality and to substitute intelligence and uprightness of character; to make life purer and worthier; more valuable in itself and to the State.

We hope that the good people of Florida will be assured of this, and that this local and Christian work in Orange Park may go on in peace to demonstrate its Christian character, and its right to the appreciation of the people.

A. F. Beard,
Supt. of Schools
for the A. M. A.

MASSEY'S BUSINESS COLLEGE.

JACKSONVILLE, FLORIDA.

This Institution was established in Jacksonville in 1894 through the instrumentality of the Board of Trade and business men of that city. The college is located at the corner of Main and Monroe streets, and is officered by J. M. Latham, Principal; W. T. Latimore, Assistant Principal; Mrs. W. T. Larimore, Secretary; R. W. Massey, President.

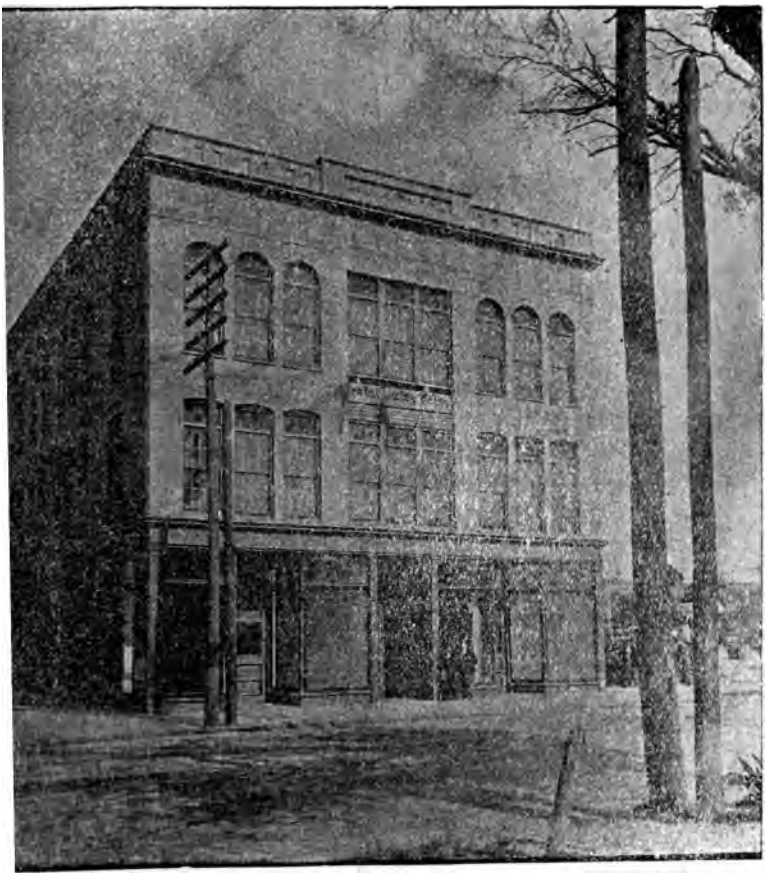
From the time the school was established the people of Florida as well as the citizens of Jacksonville took great interest in its success. The enrollment the first year was 142 pupils, while that of the year of 1896 was 204, students being in attendance from every Southern State.

The courses of study are, first: Commercial, embracing Book-keeping, Business Penmanship, Banking, Commercial Arithmetic, Rapid Calculations, Spelling, Grammar, Commercial Law, Business Papers, etc.; second, Stenographic, embracing, Stenography, Spelling, Typewriting, Grammar, Business Correspondence, etc.

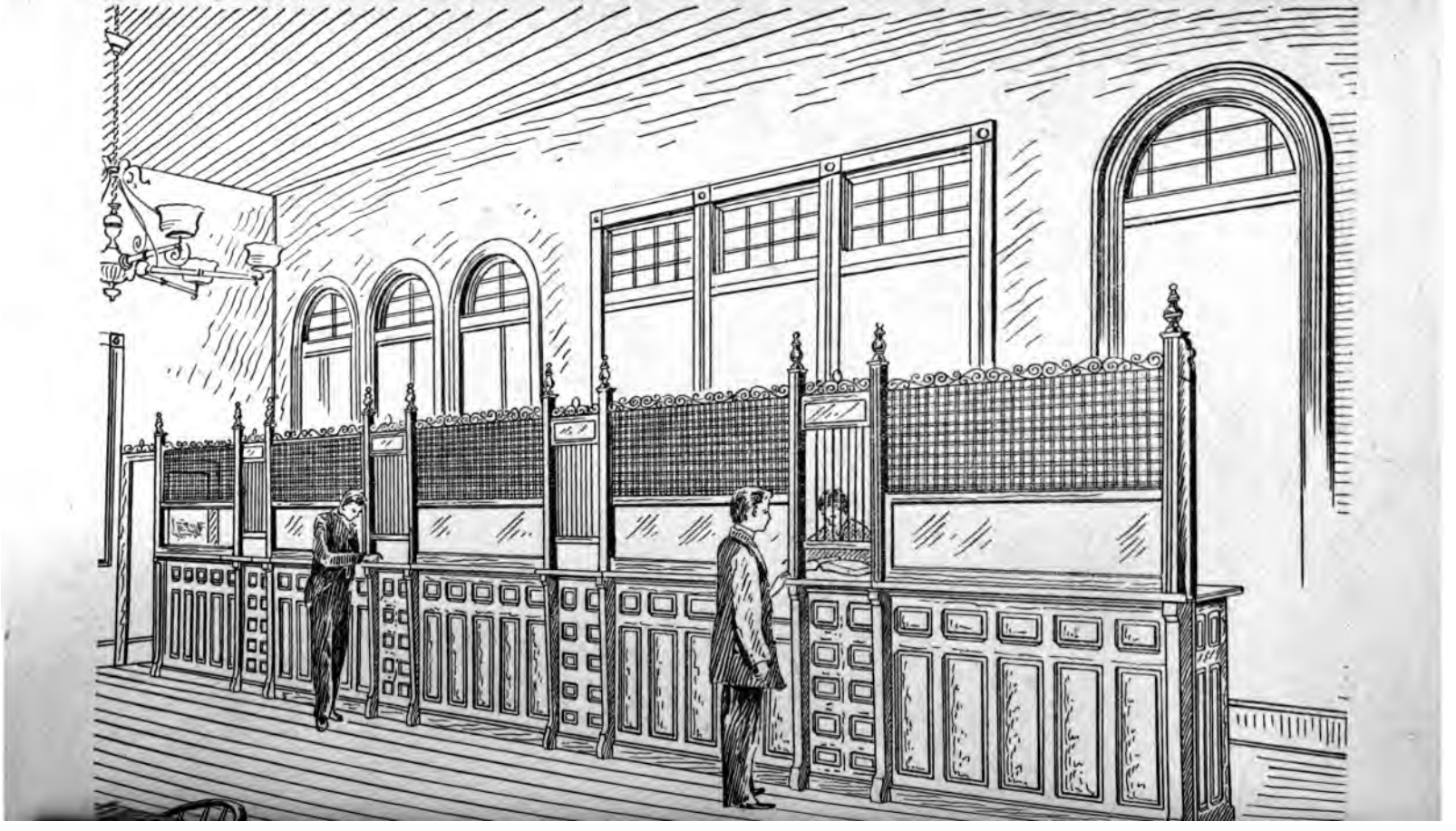
The school is elegantly equipped with furniture modern in pattern and beautiful in workmanship, and its graduates are to be found with almost every large business firm in the State of Florida. The College Journals are issued monthly and catalogues annually.

For particulars address,

R. W. MASSEY,
President.



MASSEY'S BUSINESS COLLEGE, JACKSONVILLE, FLA.



PART IV.

HIGH SCHOOLS, ACADEMIES, PUBLIC AND PRIVATE.

As a means of exhibiting the connecting link in the educational system of the State between the public schools and the higher institutions assuming college pretensions, a communication was addressed to County Superintendents and to many of the principals of these schools, requesting that a cut of the school building and a short sketch of the school be furnished for insertion in this report.

Some seemed to have regarded the request as another one of my numerous and unnecessary demands upon their time and attention, and did not treat the request with the courtesy of a reply. Besides the reason already assigned for calling attention to this grade of schools, prominence is given them with the design of advertising and commending the interest of certain individuals, and the enterprise of the communities where these schools have been established.

Their efforts in trying to build up a school, aspiring to higher attainments in knowledge than is usually dispensed in the little school content with its curriculum of *the three R's*, have been in many cases especially praiseworthy.

These cuts and sketches are also given here with the hope that a still larger number of communities under the inspiration of some live and interested teacher will emulate the advanced step of the more progressive, and that better school buildings, longer school terms and better paid and more efficient teachers will become the watchword all over the State. The secret of the success of public education is hidden right here and is dependent upon how wisely the scheme of exciting emulation is managed.

Many of these houses have been erected and the schools partly sustained through the provisions of the sub-district law, which authorizes local taxation for educational purposes, a law that needs perfecting and simplifying in its administration.

After seeing that other counties and communities have erected a building and established a school worthy of recognition in the State Superintendent's report, it is believed and hoped that the example will have its influence in greatly multiplying the number of such schools.

It will be observed that some of these schools are not what are denominated as public schools, but they help to advertise the educational advantages of the State. Enterprise exerted for education in a private or denominational capacity merits commendation as well as that exerted through legal channels, hence the private or parochial school is awarded a place in this chapter.

Now follow a sketch and a cut of as many of these schools as had the enterprise, under their present management, to respond to my invitation to thus advertise themselves and assist in advertising the growth in the educational advantages of the State.

It is to be hoped that the number of such schools will be greatly multiplied before the issuance of another report from this Department.

SUMMERLIN INSTITUTE.

BARTOW, FLORIDA.

The Summerlin Institute is named for its founder, Mr. Jacob Summerlin, formerly a resident of Polk county.

In the year 1866 Mr. Summerlin set aside forty acres of land, all of which is now within the incorporate limits of the city of Bartow, the proceeds of which should be applied to the erection and equipment of a building or buildings for school purposes.

Mr. Summerlin, Hon. G. A. Hanson and Mr. David Hughes were constituted trustees of this fund. In the year 1887 these trustees, having sold enough land to enable them to carry out the design of donor, let the contract for the present school building.

January 2d, 1889, the school was formerly opened with Dr. W. F. Yocum, as Principal, and four assistants. In a few weeks the faculty was further increased by the addition of three more assistant teachers.

The first session closed June 5th; the register showing a total enrollment of 305, and an average attendance of 250 pupils for the session.

Dr. Yocum having resigned after four years' service, Mr. Tom F McBeath was elected Principal. Mr. McBeath was succeeded by Prof. Wm. Hood, and he in turn by Dr. W. F. Yocum, the present principal.

In 1894 the city of Bartow purchased the building and all the unsold property of the Institute and assumed all outstanding obligations.

The course of study covers eight grades or years, with four years of high school studies additional. The organization is similar to that of the best graded schools of the older States.

A Kindergarten, at present conducted by an independent association, will perhaps be incorporated with the work of the Institute, if no legal objection prevent.

The High School is open to all pupils of the county and to all intending teachers of the county, without charge for tuition. Review or Normal classes are formed for the accommodation of young teachers.

[illegible] INSTITUTE, [illegible]

The teachers at present employed are as follows: Dr. W. F. Yocum, Principal; Josiah Varn, Assistant in High School; M, Eliza Robinson, Seventh and Eighth grades; Alma E. Bryson, Sixth grade; Mrs. C. E. Bayley, Fifth grade; Lucy Carpenter, Fourth grade; Lilla Crosland. Third grade; Minnie Granger, Second grade; Lula Howell and Alice Hicks, First grade.

The present enrollment is about 350, of which number 60 are in the High School.

The trustees contemplate the erection of another building in the near future.

W. F. Yocum,
Principal.

THE LAMISOPHIAN INSTITUTE.

MICANOPY, FLORIDA.

This institution is established in Micanopy, Alachua county. Prior to the war, Micanopy was the seat of the East Florida Male and Female Seminary, which was established by the Methodist Conference. It was maintained under the management of able teachers, having an attendance of nearly one hundred students, many of whom were from abroad.

Here also existed under the management of the Baptist Church the Micanopy Female Academy, with Prof. Webb as principal and competent assistants, having an attendance of about seventy-five.

After the war the public school system was adopted, and public schools were kept for limited periods each year. In 1894 the citizens, by the appeals of the principal of the public school, Prof. J. W. Wideman, were enthused on the subject of education, and voted to raise money by the sub-district plan of taxation, as a supplement to the means furnished by the county, to erect a brick building and to maintain a school superior to the ordinary public school.

The building is a commodious one. There are two well furnished spacious rooms on the first floor—the primary and intermediate rooms. The assembly hall, which is occupied by the principal, and the music room, are on the second floor. The average attendance of the school is nearly one hundred. D. R. Cox is principal, with Miss Lottie Weinges and Miss Sophia Merry in charge of the intermediate and primary departments. The course of study pursued is the one adopted by the Alachua County Board of Public Instruction.

D. R. Cox, Principal.

Lamisophian Institute, Micanopy, Florida

MARTHA PERRY INSTITUTE.

ROCHELLE, FLA.

When the Florida Southern Railway, early in the 80's, first reached the small country community and established a station which was named Rochelle, the public school for that district was taught in a dilapidated little log house with a stick and dirt chimney and a diminutive cut-out in the logs for a window.

The sentiment of the community seemed adverse to a female teacher, but the health of the male teacher having failed and another of the same sex not being obtainable at that time, the trustees were prevailed upon by the County Superintendent to accept a female teacher of his appointment on a month's trial. Miss Clem Hampton was sent to the school and it is needless to add that she filled the position acceptably and her return was requested for the next year. Such a healthy educational sentiment had been created in that community in a short time and the attendance upon the school had become so large that, the little frame house which had been built nearer the station to take the place of the log cabin was immediately enlarged and better furnished.

Before the three or four years' service of Miss Hampton in that school terminated by a call to a place in the Gainesville school, the Rochelle school has grown to be one of the best public schools in Alachua county and ways and means were on foot to erect a more commodious and attractive building on a more eligible lot.

This school had acquired such prominence that Prof. J. S. Tomlin of Texas, who afterwards became one of the foremost educators of the State, was induced by the County School Board to accept the principalship.

He proved a worthy successor to Miss Hampton and carried out on a grander scale, perhaps, the erection of the building contemplated.

Under the inspiration of Prof. Tomlin, aided by such men as Thos. R. Kennedy, T. J. Watkins, F. M. Jolly, John and Albert Zetrouer, C. J. Grace, and others in that community, and the liberal donation of the daughter, and only surviving member of the family of the late Governor Madison Perry, the present school building was erected in 1891 and ready

for occupancy at the beginning of Prof. Tomlin's second year. It was named MARTHA PERRY INSTITUTE in honor of the mother of Miss Sallie Perry, the latter being the most liberal contributor, donating the lot of three acres of land and $200 in money.

This building cost about $4,000.00 finished and furnished, and stands as a monument to the energy and zeal of the late Prof. Tomlin, to the intelligent appreciation and large liberality for so small a community, and to the worth of all aiding in developing the healthy educational spirit in that vicinity.

This only illustrates what other communities may do when inspired by proper influences to undertake great things, and is only an evidence of what may be done when *true teachers* can be secured for all our schools.

The erection of this building so centralized and intensified the sentiment for education in that village that it is easy to maintain and but natural to expect a good school—the people will be satisfied with nothing less.

The school has some boarders and numbers about 100 in attendance, and is at present under the tuition of T. P. Maynard, as Principal, with assistants.

ALACHUA INSTITUTE.

HAWTHORN, FLORIDA.

Alachua Institute located at Hawthorn, Florida, is one of the oldest and most prosperous public schools in Alachua county. Its location, Hawthorn, is a small town noted especially for its healthfulness, its beautiful lakes and springs, which surround it, and the excellent morals of its inhabitants. Its railroad facilities are good, as it is at the intersection of the Palatka division of the Plant System with the Florida Central and Peninsular Railway, two of the best lines in the State.

In 1894 it was formed into a sub-district school, being the first in the county, and the same year the present school building, which is one of the best in Alachua county, was erected.

The school has a most efficient corps of teachers: Prof. J. G. Kellum, Principal, Misses Almena Leitner and Elva Place, assistants.

Besides the eight grades in the common school course arranged by the Alachua County Board of Public Instruction, there has been arranged a high school course, comprising six additional grades in the higher branches, so that the pupils no longer work at random; but study with some special end in view.

Students from this school have and can with ease, enter the Junior Class in the East Florida Seminary.

Respectfully,

JNO. G. KELLUM,

Principal.

ALACHUA INSTITUTE, HAWTHORN, FLA.

MELROSE UNION ACADEMY.

MELROSE, FLA.

The Melrose Academy is the union of four county schools, being located at a point where the counties of Alachua, Putnam, Clay and Bradford meet.

It was organized in 1878 with Prof. C. C. Hill, of Louisville, Ky., as principal. The building in which the first school was held was an old gin house, the relic of ante-bellum days.

In 1880, at the instigation of Hon. W. N. Sheats, then County Superintendent of Alachua county, a meeting of the citizens was held and a new school building was discussed.

At this meeting the following gentlemen were appointed to act as a committee to investigate the matter and to proceed as they thought proper: Drs. H. A. Vogelbach, Frank McRae, Wash McRae, Messrs. Jno. Wolf, Jno. McRae, H. Alderman, J. M. Barnett, Alex. Goodson and Mr. Hawkins. Encouraged by the energetic support given by Mr. Sheats, the liberality of the people, and generous gift of Mr. and Mrs. Joseph Lynn of six acres of the most valuable land in the town, these gentlemen determined upon the erection of the building, which today stands as a monument to enterprise and progressive spirit of our first settlers. The building is divided into six rooms, a large hall, in which is a splendid stage, music rooms, and recitation rooms, and is valued at $3,000.00.

The Masonic fraternity laid the corner stone, and Mr. Sheats, called the father of the institution, gave it the name it now bears.

Over one hundred of its graduates are teachers in the Florida public schools, and it enjoys the proud distinction of having but one of its students to fail in a teachers' examination.

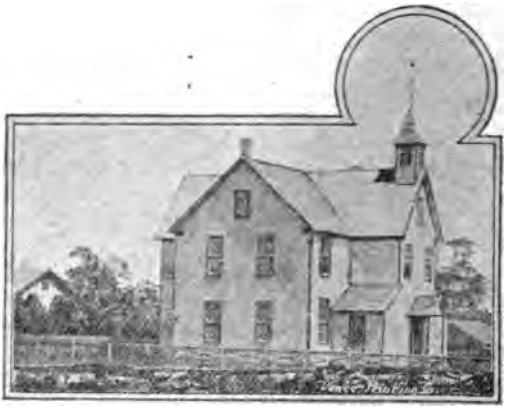
These teacher students are about equally accreditable to the following principals: Profs. C. V. Waugh, G. C. Looney and G. M. Lynch.

The curriculum embraces a primary and High School Course.

The Normal Department is conducted by the principal, and a special term of two months is carried on prior to each State

examination. The Special Normal opens for teachers, seeking special review, the first Monday in April.

Information concerning the school may be obtained by writing to Geo. M. Lynch, Principal, or
Miss Minna Steinmeyer,
First Assistant.



MELROSE UNION ACADEMY, MELROSE, FLA.

PLANT CITY GRADED SCHOOL.

PLANT CITY, FLORIDA.

The present building was erected in 1893, and is the only brick building of its kind in the county. At that date the number of pupils enrolled was one hundred and ten, taught by a faculty of four, the highest grade being that of a grammar school. There are five departments, namely; a high school for the children of the eastern part of this county, grammar school, two intermediate and primary.

The teachers of the school this year are: George T. Dickie, principal (fourth year); Mrs. A. Gregory, first assistant; Miss Kate E. Young, second assistant; Miss Laura Keller, third assistant; Mrs. E. D. Burney, primary department (eighth year).

GEORGE T. DICKIE,
Principal.

GRADED SCHOOL, PLANT CITY, FLA.

WESTVILLE HIGH SCHOOL.

WESTVILLE, FLORIDA.

Westville High School is situated at Westville, on the P. & A. Division of the L. & N. System in West Florida.

Executive Committee—Hon. B. H. Whittaker, Chairman, Mr. W. B. Adams, Mr. N. Berry; Hon. W. Curry, County Superintendent, clerk.

Faculty—Rev. P. G. Woodruff, L L. D., Principal; Miss Allie Adams, first assistant; Mrs. R. B. Wood, teacher of Latin, French and Music; Miss Annie Woodruff, assistant music teacher.

The Westville High School was opened in 1891, with Rev. P. G. Woodruff as Principal. The enrollment for the first year was sixty; second year, eighty-one; third year, one hundred and ten; fourth year, one hundred and thirty-one; fifth year, two hundred and eleven.

The object of the school is the Higher Education of Teachers, special attention being given in preparing teachers to secure first grade county and State certificates.

The following is the course of study:

English—Rhetoric, Logic, Exercise in English Literature American Literature, Shakespeare.

Mathematical—Higher Algebra, Smith's; Geometry, Trigonometry, Navigation, Surveying.

History—General, English, Greek, Roman.

Latin—First term: Latin Grammar, Cæsar, Cicero, Virgil, etc.

Science—Chemistry, Physics, Biology, Zoology, Botany, Astronomy, Psychology, etc.

Term—Students may enter at any time—$27.00 pays for board, tuition and lights for twelve weeks.

LEESBURG HIGH SCHOOL.

LEESBURG, FLORIDA.

Through the efforts of the public spirited citizens of Leesburg and the encouragement of the School Board for Lake county, the present High School was established in 1892. The school, with its large well-equipped six-room brick building, is the pride of the town, and is a monument to the enterprise and public spirit of its citizens. The building, costing $5,000, belongs to the town, having been paid for exclusively by Leesburg citizens. The school is supported for nine months in the year from the public school fund, supplemented by the Leesburg city council.

The enrollment has reached as high as 220, several States being represented.

The school has a carefully graded course of study, consisting (the high school department) of four grades, which requires a four years' course. Pupils completing this course are prepared to enter the Sophomore and Junior classes of the leading colleges.

The school has a new growing library, which has been established by the present corps of teachers and friends.

This year—1896-97—the graduating class numbers eight—four males and four females.

The school has the hearty support and encouragement of all good citizens of the town, they realizing that a good high school is one of the first requisites of a live progressive town.

The moral influence of the school is good. The discipline is mild but strictly enforced. The school is noted for the harmony among patrons, teachers and pupils.

One object kept steadily in view is the developing of a better and more useful citizenship.

The corps of teachers now in the school is: J. T. Mallicoat, Principal; J. F. Shands, Miss M. F. Miller, Miss Xena Herndon, Miss Addie Abney.

LEESBURG HIGH SCHOOL, LEESBURG, FLA.

LEON COUNTY HIGH SCHOOL.

TALLAHASSEE, FLORIDA.

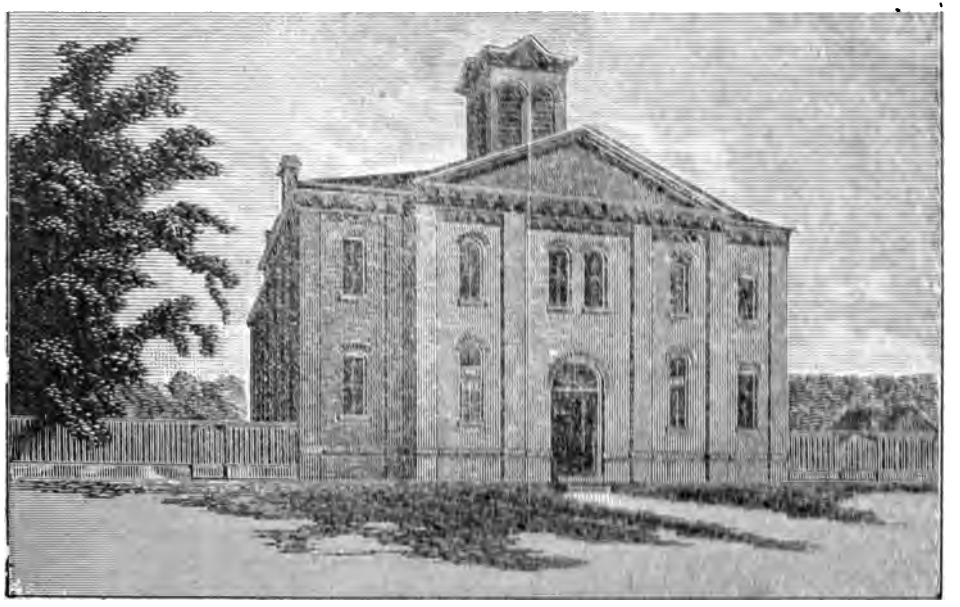
Under the law regulating the establishment of County High Schools, Mr. N. W. Eppes and Dr. Carn, members of the Leon County School Board, were, by the Board, appointed a committee of two, in 1885 to draw up and submit a plan for the erection of a County High School building.

This committee faithfully carried out their trust and a handsome two-story brick building was begun and finished in 1885, with four large main rooms, two convenient class rooms and six hat and cloak closets, costing over $7,000. The building was planned to hold about two hundred and twenty pupils. The School ground covers about two acres.

Up to 1890, the school had an attendance of one hundred pupils, and three teachers. In 1890 I was elected Principal and the School was graded in accordance with the law directing the same. There is now an enrollment of one hundred and fifty-five pupils and five teachers, myself as Principal, Misses Carrie Brevard, Margaret Randolph, Margaret Cotten and Henrietta Chaires. This enrollment would exceed two hundred, but for the Preparatory Department of the Seminary West of the Suwannee located here. The increase in the attendance called for more room, and the present progressive School Board, Messrs. J. R. Cohen, G. I. Davis and D. Page, with the co-operation of Mr. B. A. Meginniss, an ex-member of the Board, planned to enlarge the main building, and had erected a spacious, two-story wing, 40x20 feet, the exact counterpart of the original building, thus affording the best facilities possible for the pupil desiring a common school graded course. This building, well furnished, and one among the best in the State, gives evidence that the common school system of Florida is a success in this part of the State. From the total enrollment of this school, from 1890 to the present time, the name of one pupil only has been erased by death. This remarkable fact evinces the healthfulness of the locality. The school has never been closed a day on account of any epidemic.

Very respectfully,

H. W. DEMILLY.



LEON COUNTY HIGH SCHOOL, TALLAHASSEE, FLA.

BRONSON HIGH SCHOOL.

BRONSON, FLA.

Several of the public spirited citizens of Bronson in Oct., 1893, organized and duly incorporated the Levy County High School and Improvement Company.

The principal subscribers to the stock of the company were residents of Bronson.

A building was erected at a cost of $2,000 and furnished with the latest approved facilities for teaching.

The stock holders granted the use of the building, in deed, to the town of Bronson for local purposes, and to the Board of Public Instruction for County High School.

The citizens of Bronson and vicinity at once voted themselves into a Sub-District School, levying the maximum of 3 mills. This plan proved so acceptable that at the end of two years, a vote was taken and the re-establishment of the Sub-District was accomplished, with virtually no opposition.

The promoters of this enterprise purposed the building of such a school at Bronson as would not only meet the local demands for a better school but would centralize the school interest of the county.

To this end, the doors of the institution were thrown open alike to the pupils of town and county.

The town of Bronson is in the geographical center of the county, is healthy and without bar-rooms; the people are moral, progressive and courteous.

The hope that was entertained for building up a school that would attract the ambitious students of the county, has been fully realized, today the school receives patronage from all parts of the county, its enrollment is seventy-nine.

The County Board of Public Instruction adds to the Sub-District Fund, and operates the school for eight months.

The course of study is arranged so as to meet the requirements for a county First Grade Teacher's Certificate.

No attempt is made for a distinctive college preparation. The faculty consists of Prof. O. B. Lewis, Principal; Miss Jen-H. Morrill, Assistant.

SCHOOL, BRONSON, FLA.

These teachers are graduates of Normal Colleges, and eminently qualified to train our youth.

Under their tuition pupils are thoroughly trained in the fundamental principles of knowledge and the elements of true character.

The Trustees now serving are Messrs. Perry M. Colson and T. Walter Shands, gentlemen who are wideawake in all that pertains to the upbuilding of county and community interests.

To the Trustees in particular, do we owe much of the success of our school.

PERRY M. COLSON, Trustee.

ORLANDO HIGH SCHOOL.

ORLANDO, FLORIDA.

In February, 1872, a public school was established in Orlando, Fla., with sixteen pupils, C. A. Boone, teacher. In 1878, the increase in attendance entitled the school to two teachers, since which time it has been a graded school of much prominence, becoming a High School in 1890.

In 1890, under the principalship of Chas. D. Clingan, it had a patronage of over two hundred pupils. The School Board created it into a High School. In 1893–96, fifteen pupils were graduated. C. D. Clingan tendering his resignation, Prof. J. L. Boone was appointed principal, taking full control with eight assistants in 1895. There are now 516 pupils of school age in Orlando district, of which 154 boys and 177 girls are in regular attendance.

The citizens of Orlando are justly proud of this school. The city and county officials appreciate its merits, never refusing to lend their aid and support to sustain its progress.

In addition to the county funds the city gave an amount sufficient to extend the school two months in 1896, thus making a term of eight months.

The course of study which extends over a period of eleven years, has recently been lengthened out, modified and enriched—it now compares favorably with that of the best schools of the State.

The enrollment for the year ending 1896 was about 385, the largest in the history of the school.

The course of study having been extended one year there was no graduating class in 1896, but will be in 1897.

Faculty 1896–7—J. L. Boone, Principal; Mrs. Emma A. Hughey, High School; W G. Johnson, Seventh Grade; Miss Eunice DeLaney, Sixth Grade; Mrs. Geo. B. Dickenson, Fifth Grade; Mrs. R. H. Terry, Fourth Grade; Mrs. S. H. Deaderick, Third Grade; Mrs. W. G. Johnson, Second Grade; Miss Nettie Wright, First Grade.

Calendar—First Term begins September 14, and closes January 8. Second Term begins January 11.

ORLANDO HIGH SCHOOL, ORLANDO, FLA.

MANATEE COUNTY HIGH SCHOOL.

BRAIDENTOWN, FLA.

FACULTY—Thos. C. Watson, Principal; Mrs. S. C. Stuart, Mrs. C. E. Barnes, Assistants.

In 1892, the County Board of Public Instruction, in connection with an enterprising and progressive citizenship, conceived the plan of establishing a High School at Braidentown, the county seat. A commodious building was erected by citizens of Braidentown and presented to the county. The first year was discouraging, but the Board was composed of men who knew no such word as fail, and the county had a Superintendent who was enthusiastic on the subject. The result had fully justified their conscientious discharge of duty, often in the face of violent opposition. The enrollment in 1895–6 was 146 and is expected this year to be much larger. The school is maintained eight months in the year, with an additional six weeks Normal for the benefit of the county conducted by the Principal of the High School. Tuition is free to all residents of the county, and arrangement is made for winter visitors to enter their children. The beauty, salubrity and accessibility of its situation, the liberal and progressive spirit of its people, and solid financial basis of its material prosperity, the sound and elevated intellectual and moral tone of its community should commend Braidentown to parents who desire that their sons and daughters should become "corner-stones, polished after the similitude of a palace." The following is the curriculum:

FIRST YEAR.

Henkles Test Speller, First Latin Book, Elementary Algebra, Lockwood's English, General History, Higher Arithmetic.

SECOND YEAR.

General History, Latin, (Cæsar), Higher Algebra, Geometry, English Literature.

THIRD YEAR.

Latin (Cicero), Geometry, Analysis, Rhetoric, Chemistry.

MANATEE HIGH SCHOOL, BRAIDENTOWN, FLA.

FOURTH YEAR.

Latin (Virgil and Horace), Trigonometry, Analytical Geometry, Political Science, English Criticism.

There is also a Teachers' Course comprising the Public School Branches, and Theory and Practice of Teaching. Manatee county is proud of her climate, and citrus fruits, but prouder of her High School.

THOS. C. WALTON,
Principal.

ST. AUGUSTINE PUBLIC SCHOOL.

[illegible] was conducted in [illegible] King street. [illegible] purposes, and at this [illegible] in.

[illegible] of the city [illegible]

[illegible] patronize the [illegible] influence against [illegible]

[illegible]

[illegible] education of the children [illegible] private and church [illegible]

[illegible] gave to the city a [illegible] "Special Lot" to be used [illegible]

[illegible] great that no money [illegible] school house on this [illegible] year a two-story building was [illegible] completion, the feeling of [illegible] become so great again that [illegible] a tax for its support.

A portion [illegible] used for the council chamber, and the [illegible] for various purposes.

Finally [illegible] the public school received an offer from [illegible] Peabody Fund, of a sum of money to supply [illegible] raised in the town. A sufficient amount was [illegible] by subscription and the school was opened in the fall of this year.

In a short time the county was taxed to support the school.

The school has grown in size and popularity, requiring a new building to take the place of the former one. To this new building have been added three two story additions, so that at the present time the building contains eleven rooms. Each room is well equipped with furniture and educational aids. In connection with the high school department is a

chemical and physical laboratory, fitted up with the proper appliances for individual work on part of the pupils.

The building is valued at $7,000, while the furniture is worth at least half that amount.

The faculty of the school at the present time consists of ten persons, three males and seven females.

High School Department—Prof. H. O. Hamm, Principal; Prof. J. W. McClung, Prof. O. P. Steves.

Miss E. Hamlin, Eighth Grade; Miss E. L. Watkins, Seventh Grade; Miss C. A. Sherman, Sixth Grade; Miss E. B. Williamson, Fifth Grade; Miss E. Alexander, Fourth Grade; Mrs. M. Reese, Second and Third Grade; Miss W. Young, First Grade.

SUWANNEE HIGH SCHOOL.

[illegible] FLORIDA.

Hon. W. N. [illegible], State Superintendent of Public Instruction, [illegible]

Dear Sir:—Complying with your request, I take pleasure in submitting the following report of Suwannee County High School for the years 1895 and 1896:

Teachers—J. H. Fulks, Principal; Miss Clem Hampton, first assistant; Miss Rose E. House, second assistant; Miss Rovena Longmire, third assistant; Miss Leila Stoy, fourth assistant; Miss [illegible], Music.

Number of pupils enrolled, 1895—Males, 130; females, 126. Number of pupils enrolled, 1896—Males, 148; females, 135. Number of months taught, eight in each year.

In addition to the usual elementary course of study, consisting of eight grades, we have the following

HIGH SCHOOL COURSE OF STUDY.

FIRST TERM.

First Year, Class A—Algebra, Rhetoric, Civil Government, Physical Geography, Latin.

SECOND TERM.

First Year, Class A—Algebra, General History, Physics, Word Analysis, Latin.

FIRST TERM.

Second Year, Class B—Geometry, Astronomy, Literature, Botany, Latin.

SECOND TERM.

Second Year, Class B—Geometry, Trigonometry, Chemistry, Mental Science, Geology, Latin.

We have placed 200 square feet of Hyloplate blackboard in the building, purchased the Columbian Cyclopedia and added other necessary furniture and apparatus.

Respectfully,
J. H. Fulks,
Principal.

ST. JOSEPH'S ACADEMY.

ST. AUGUSTINE, FLORIDA.

This Institution was founded in 1866 by the Sisters of St. Joseph of Puy, France, and is still conducted by them, under the patronage of the Rt. Rev. John Moore, D. D., Bishop of this Diocese.

The course is divided into three departments: Primary (with Kindergarten), Junior and Senior. The Senior Department comprises a course of three years. It is thorough, and embraces all the branches of a useful and refined education, including French, taught by Sisters who are natives of France. The program for graduating class covers all studies required for public school teachers' certificates of the highest grade.

The situation is one of the most pleasing, in a city justly celebrated for its healthfulness and climatic and beauty.

Delicate students from the North, who desire to continue their studies, will find at the Academy every means for their improvement, and while they acquire strength of body, they may also improve their minds.

Young ladies may enter at any period of the scholastic year, either as boarders or as day pupils. Music, painting, stenography, typewriting, with use of necessary instruments, are extras.

There are in attendance 150 stundents, four of whom are to graduate in June of this year. The number of teachers is seven. For further information address,

SISTER MARGARET MARY,
Superior.

MANATEE COUNTY HIGH SCHOOL.

BRAIDENTOWN, FLA.

FACULTY—Thos. C. Watson, Principal; Mrs. S. C. Stuart, Mrs. C. E. Barnes, Assistants.

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MANATEE HIGH SCHOOL, BRAIDENTOWN, FLA.

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There is also a Teachers' Course comprising the Public School Branches, and Theory and Practice of Teaching. Manatee county is proud of her climate, and citrus fruits, but prouder of her High School.

THOS. C. WALTON,
Principal.

ST. AUGUSTINE PUBLIC SCHOOL.

ST. AUGUSTINE, FLORIDA.

In 1832 the first English public school was conducted in this city in a building on Charlotte street near King street. The building had been used for various purposes, and at this time was rented by the town to conduct a school in.

The salaries of the teachers were paid out of the city treasury.

Many of the wealthier tax-payers did not patronize the "free school" as they called it, and used their influence against its maintenance.

In less than a year the school was abandoned.

During the next thirty-five years the education of the children of this community was directed by the private and church schools of the town.

In 1832 the United States government gave to the city a piece of land known as the "Burnt Hospital Lot" to be used for the education of free white children.

The opposition to "free schools" was so great that no money could be spent by the city to erect a suitable school house on this lot, until 1858. During this year a two-story building was constructed by the city, but at its completion, the feeling of hostility toward "free schools" had become so great again that the city council would not levy a tax for its support.

A portion of the building was used for the council chamber, and the remaining part was rented for various purposes.

Finally in 1868, the friends of the public school received an offer from the agent of the Peabody Fund, of a sum of money to supplement what could be raised in the town. A sufficient amount was soon raised by subscription and the school was opened in the fall of this year.

In a short time the county was taxed to support the school.

The school has grown in size and popularity, requiring a new building to take the place of the former one To this new building have been added three two story additions, so that at the present time the building contains eleven rooms. Each room is well equipped with furniture and educational aids. In connection with the high school department is a

chemical and physical laboratory, fitted up with the proper appliances for individual work on part of the pupils.

The building is valued at $7,000, while the furniture is worth at least half that amount.

The faculty of the school at the present time consists of ten persons, three males and seven females.

High School Department—Prof. H. O. Hamm, Principal; Prof. J. W. McClung, Prof. O. P. Steves.

Miss E. Hamlin, Eighth Grade; Miss E. L. Watkins, Seventh Grade; Miss C. A. Sherman, Sixth Grade; Miss E. B. Williamson, Fifth Grade; Miss E. Alexander, Fourth Grade; Mrs. M. Reese, Second and Third Grade; Miss W. Young, First Grade.

SUWANNEE HIGH SCHOOL.

LIVE OAK FLORIDA.

Hon. W. N. Sheats, State Superintendent of Public Instruction, Tallahassee, Fla.:

DEAR SIR—Complying with your request, I take pleasure in submitting the following report of Suwannee County High School for the years 1895 and 1896:

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FIRST TERM.

Second Year, Class B—Geometry, Astronomy, Literature, Botany, Latin.

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Second Year, Class B—Geometry, Trigonometry, Chemistry, Mental Science, Geology, Latin.

We have placed 200 square feet of Hyloplate blackboard in the building, purchased the Columbian Cyclopedia and added other necessary furniture and apparatus.

Respectfully,
J. H. FULKS,
Principal.

ST. JOSEPH'S ACADEMY.

ST. AUGUSTINE, FLORIDA.

This Institution was founded in 1866 by the Sisters of St. Joseph of Puy, France, and is still conducted by them, under the patronage of the Rt. Rev. John Moore, D. D., Bishop of this Diocese.

The course is divided into three departments: Primary (with Kindergarten), Junior and Senior. The Senior Department comprises a course of three years. It is thorough, and embraces all the branches of a useful and refined education, including French, taught by Sisters who are natives of France. The program for graduating class covers all studies required for public school teachers' certificates of the highest grade.

The situation is one of the most pleasing, in a city justly celebrated for its healthfulness and climatic and beauty.

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Young ladies may enter at any period of the scholastic year, either as boarders or as day pupils. Music, painting, stenography, typewriting, with use of necessary instruments, are extras.

There are in attendance 150 stundents, four of whom are to graduate in June of this year. The number of teachers is seven. For further information address,

SISTER MARGARET MARY,
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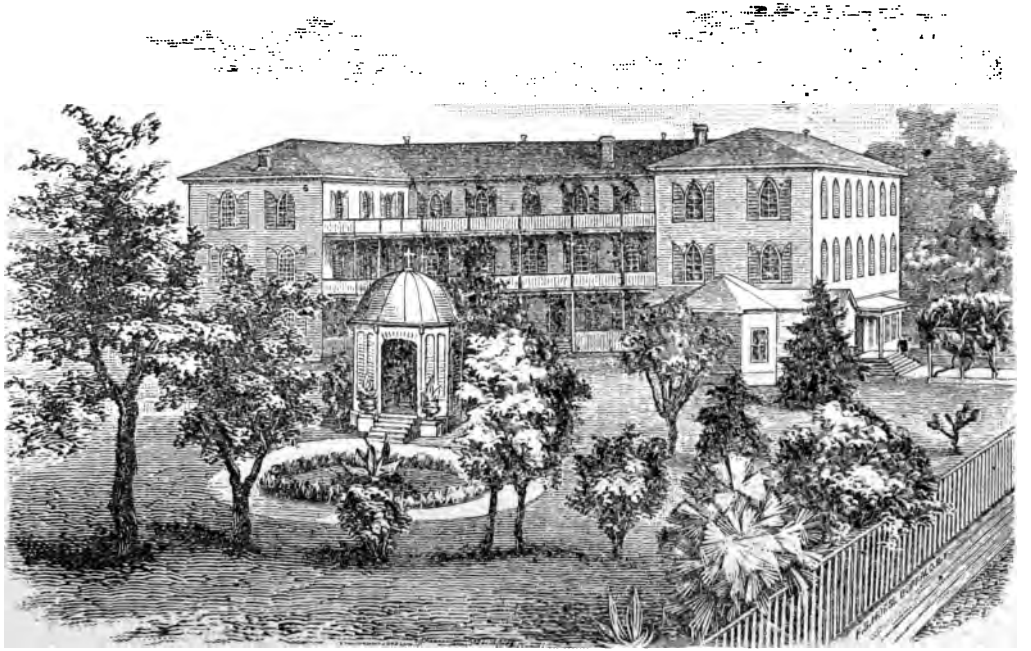


ST. JOSEPH'S ACADEMY, ST. AUGUSTINE, FLA.

HOLY NAME ACADEMY.

SAN ANTONIO, FLORIDA.

This Institute, for the education of young ladies, is conducted by the Sisters of the Order of St. Benedict. It is under the protection of the Rt. Rev. Bishop of St. Augustine.

The Academy is located within the corporate limits of San Antonio.

The plan of instruction adopted, unites every advantage which can contribute to an education at once solid and refined. Particular attention is paid to propriety of deportment and personal neatness, while the health of the pupils is an object of constant solicitude.

Difference of religion is no obstacle to the admission of young ladies, provided they be willing to conform to the general regulations of the school.

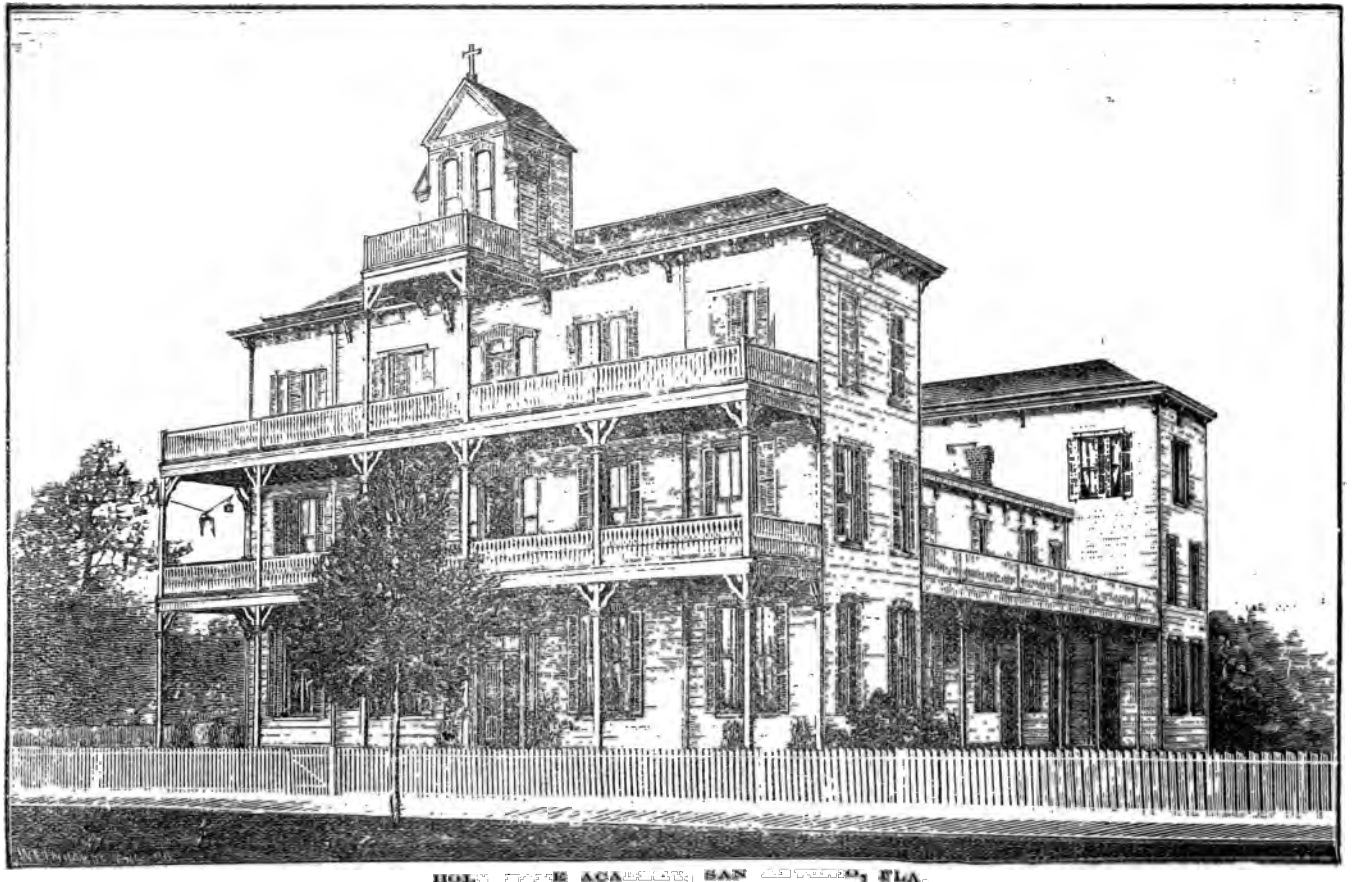
The scholastic year is divided into two terms of five months each.

Tuitions are due in advance at the beginning of each term.

The Normal Course is arranged to contribute in all of its parts to "the training of teachers in the art of instructing and governing in the public schools of the State."

Physical Culture is made a specialty. Drawing, Fancy Work and Vocal Music in Class, taught free. For further particulars, apply to

REV. MOTHER M. BONIFACE, O. S. B.,
San Antonio, Pasco Co., Fla.



HOLY CROSS ACADEMY, SAN [illegible], FLA.

THE CONVENT OF MARY IMMACULATE.

KEY WEST, FLORIDA.

This school, under the direction of the Sisters of the Holy Names of Jesus and Mary, was founded in 1868. The first year, the sisters counted only twelve pupils, but the number kept increasing until, in 1874, they deemed it a necessity to build an edifice whose spacious rooms could accommodate the large number of scholars which seemed to grow with the years. This fine stone building, on the plan of a Cuban villa, with its spacious piazzas, is in a beautiful setting, not far from the South Beach, commanding an extensive view of the Ocean and of the coral Isle.

In 1877, a school was opened by the sisters for colored children.

The citizens of Key West, satisfied with the educational advantages offered to their daughters, were desirous to procure the same for their boys. In correspondence with this desire, in 1888, the sisters opened a school where little boys between five and thirteen years of age are daily instructed.

The efforts of the Sisters in charge, fifteen in number, all converge towards one main object: the moral and intellectual culture of their pupils whom they endeavor to prepare for the high mission they may be called upon to fill later in society.

The Course of Study embraces all the useful branches of an English education. Pupils are prepared to undergo examinations before the Board of Education for Teacher's Certificates. Latin, Spanish, French and German are also taught as well as music, painting, needle-work and all that is necessary to form useful and practical women.

By comparing the number of pupils already entered during the first year, twelve, with the number registered last year, six hundred and twenty-one, one can form a just idea of the progress of this Institution.

For further particulars, apply to

SISTER M. FLORENTINE, Superior,
Key West, Fla.

KEY WEST, FLORIDA.

CONVENT OF THE HOLY NAMES OF JESUS AND MARY.

TAMPA, FLORIDA.

The Convent and Day School of the Holy Names is situated in the City of Tampa on a line with Tampa Bay Hotel.

This Institution opened in 1881 and was incorporated in 1883, since which time the number of pupils yearly increased. Last year we registered 300, with a daily attendance of 250.

The course of study embraces all the useful and ornamental branches. Mathematics, History, Composition and Literature receive special attention, as well as Vocal and Instrumental Music, Drawing, Painting and Languages.

The Sisters of the Holy Names are chiefly devoted to teaching and they are specially trained and educated for that most important office.

Examinations are held at the end of each term, and reports are sent to the parents or guardians. Pupils who intend to try State Examinations follow a special course.

Five pupils graduated from this Institution, four of whom received Diplomas from Boston Home College.

MOTHER M. THEOPHILE,
Superior.

CONVENT OF THE HOLY NAMES OF JESUS AND MARY, TAMPA, FLA.

ST. JOSEPH'S ACADEMY.

MANDARIN, FLORIDA.

This institution, founded in 1873, continues to be a Preparatory School for boys from four to fourteen years.

This School is conducted by the Sisters of St. Joseph. It is situated thirteen miles south of Jacksonville, and of easy access by steamer and East Coast Railway.

The building is new and commodious, in a healthy location, with play-grounds, affording ample space for exercise and recreation. For further particulars apply to

MOTHER SUPERIOR.

ST. JOSEPH'S CONVENT.

JACKSONVILLE, FLORIDA.

This Institution was established November 28, 1869, and was incorporated February 4, 1893.

The growth of the school has been steady, the average daily attendance of the present session being 180 pupils.

The Academy building was destroyed by fire August 18, 1891. Since that time, we have been making efforts to erect a building second to none in the State, but have so far succeeded only in laying the foundation.

Our present situation is inadequate and we hope to improve these conditions before the beginning of another school term.

The course of instruction is thorough. Our schools are graded upon the present plan of the public school system.

Some of our pupils pass the teachers' examinations yearly, not one having failed so far to obtain the certificate for which she presented herself. A number of our pupils hold positions as teachers in the public schools in Duval county, and also other counties throughout the State.

Pupils of all religious denominations are received, and while the children of Catholic parents are thoroughly instructed in the principles of their religion, no religious influence is exerted over those professing other beliefs.

Very respectfuly yours,
MOTHER CLAVERIE,
Superioress.

PART V.

GENERAL REPORTS OF COUNTY SUPERINTENDENTS.

Prior to the issuance of the Biennial Report from this Department in 1894, a circular letter was addressed to County Superintendents, requesting each to make a general report of the condition of schools in his county, calling attention to any special efforts being made to better the educational status within his jurisdiction, or any lines on which he had met with especial success or difficulty. Each was requested to suggest any changes needed in the school laws or in their administration which his experience had demonstrated would tend to the betterment of the Public School System.

Twenty-four out of forty-five of these officers responded to this request. Their published reports are in evidence that many valuable suggestions were made, and that a better idea was given of the degree of interest felt in public education in their respective counties than could be formed from their bare statistical reports. These reports show what was being done to meet public expectation and to make the schools what the best interest of the State demands that they should be.

So much valuable information was given—and may be given through these reports—it was determined to make them a special feature of all future reports from this Department.

In accordance with this design, another circular letter was addressed to these officers before the close of this year. It was hoped that not one would slight the opportunity to give the salient points in his administration, to publish to the world what he had attempted and had accomplished, and to offer some valuable suggestion.

The result was a little better than it was two years ago, thirty-three out of forty-five complied with the request. As to how well the duty was discharged, and how much the opportunity was appreciated, the following reports will speak for themselves.

Some of them are very valuable papers, abounding in good suggestions and bespeaking an interest that is encouraging. All will find it worth their time to read them.

I am unable to account for so large a number as twelve of these officers failing to embrace the opportunity to give the educational affairs of their counties this special mention, unless it be due to diffidence to appear in print, or to the fact that eleven of the twelve failing to report were so soon to retire from official life.

It is believed that this will yet become the most popular feature of the State Superintendent's Report, and that two years hence these officers will welcome the privilege and will vie with each other in their efforts to report progress from their several counties.

If there shall be any one that has attempted but little, and as a natural consequence has really accomplished nothing, he alone will be reluctant to report it.

It is just to state that Baker county is not represented in these reports, because Superintendent Wm. Lesesne, who always co-operated with this Department to the fullest extent in everything attempted, died early in the fall.

Special attention is also called to the fact that quite a number of County Superintendents, who were not re-elected, nevertheless filed their reports, proving that their interest in education was not dependent on holding office.

The reports will now follow in the alphabetical order of the counties.

ALACHUA COUNTY.

GAINESVILLE, FLORIDA.

Hon. W. N. Sheats, Superintendent Public Instruction, Tallahassee, Fla.:

DEAR SIR—In compliance with your request, I shall endeavor to give you a brief report of the condition of the schools in this county, and the status of educational affairs generally.

Making due allowance for the disaster brought about by the freeze of '95, and the devastating effect of the recent cyclone, which materially injured the school property in the county, our schools have had a steady growth during the past two years. As the educational system of this county is, for the most part, a continuation of the policy of my honored predecessor,—his policy at that time being practically that of the State at present, the improvement incident to the operation of the new school law, has not been so marked as in other counties, possibly, but one of excellent growth and development under such a system.

We have, in every way possible, endeavored to develop and perfect the system. We maintain an active interest upon the part of teachers by being greatly in earnest and interested ourselves.

SCHOOLS VISITED.

As the law directs, every school is visited and carefully inspected by the Superintendent, notwithstanding there are one hundred and twenty in the county. Good teachers are encouraged, and inexperienced ones taught how to teach by teaching classes for them.

COUNTY INSTITUTES.

A county institute is held annually at the county site, and every teacher is compelled to attend and participate in the exercises of a carefully prepared program. Generally some noted educator is engaged to lecture on such occasions.

MONTHLY LOCAL INSTITUTES.

The county is divided into four local districts, and an institute is held monthly at some point in each of them. It is not

infrequent that the interest manifested at these meetings equals that at the county institute.

SUB-DISTRICT TAX.

Our school facilities have been greatly enhanced, and the funds materially augmented by the operation of a sub-district tax in each of twelve districts in the county. The funds accruing from these districts, aggregate $3,000.00 annually. This, of course, is expended fornew buildings, furniture, lengthening the term of school, and otherwise as the law directs.

NEW BUILDINGS.

During the period covered by this report, about $10,000.00 have been expended in the way of new buildings; notably among the number, those at Hawthorne and Micanopy, the latter being one of, possibly, only seven brick public school bnildings in the State. Its value is $5,000.00.

SUGGESTIONS.

1. I am in favor of an educational qualification for County Superintendent—say to be the holder of a First Grade Certificate, and I hope the next Legislature will enact such a law.

2. I am, also, in favor of a State Grading Committee, as under the present system of gradation, uniformity, the very object of the law, is largely defeated. As an illustration, I have had several to fail to even seeure a Third Grade Certificate in this county, when upon trial in some other county, with little or no preparation, they obtained a First Grade. Hence there is something lacking.

3. There is absolutely no need at present of such a law as that relating to Third Grade Certificates. It should be repealed, and re-enacted into law as it first appeared upon the statute books.

4. There should be established by law, at the county site in each county, a graded and high school, running eight months. Equal provision should be made for both races when necessary.

I am very truly yours,

WM. M. HOLLOWAY,

Co. Supt. Schools.

BREVARD COUNTY.

Hon. W. N. Sheats:

DEAR SIR—A review of the condition of the schools shows that satisfactory progress has been made in the four years just ended.

SCHOOL BUILDINGS.

We have good school houses in nearly every district where there are six or more pupils. We have avoided creating a debt. The Board furnished the material and the patrons contributed the lots and cost of construction. The houses are neat and of suitable size, properly furnished with patent desks. Now that the schools are nearly all comfortably housed and seated, they will be more completely equipped with charts and apparatus.

FREE TEXT-BOOKS.

Having had charge of the distribution of the school books, that the Board, in 1880, was obliged to purchase to carry out the order, I was soon convinced that it would be true economy to have free school books as well as as free tuition. The Board at all times liberal and progressive, approved; but, did not feel justified in attempting it until last June. The result has fully justified the step. The initial expense being about $900, $500 of which is the appropriation for school supplies, $100 (a little more possibly) is balance of books on hand (alluded to above) and $300 special apportionment. Thus while not affecting our term, free books has removed a serious source of annoyance as well as an obstacle to the proper classification and progress of the pupils.

UNIFORM EXAMINATIONS.

While the steady improvement is due in part to the normal progress, it is also in a large measure due to the more systematic examinations and compulsory requirements now in force. We have always had many very excellent teachers who have influenced our progress, but the Uniform Examination Law has made it possible to improve the methods of instruction in those districts which offered little, except the salary to teachers and which really required the most competent.

COUNTY INSTITUTES.

I have endeavored to make our institutes of more practical use than heretofore, the lectures and discussions being supplemented by model classes, illustrating the methods which the teachers were expected to use during the term.

The County Normal Institute, held in September, was in large part practice work, pupils from School No. 2, Titusville, forming the model classes. I emphasized the necessity for more careful attention to analysis and language. This school was not intended to supplant the State Summer Schools, but to give the teachers who were unable to attend them, and especially those without experience, some professional training. The result of the course has been very evident and satisfactory, teachers of experience acknowledging the benefit. The experience gained will be used to make future institutes more useful.

HIGH SCHOOL.

While we have no High School established as such, the Titusville school is prepared to give a full course from Kindergarten to High School, the principal and assistants being thoroughly qualified for the work in their respective departments. The Board is also ready to increase the staff of teachers at any time necessary.

KINDERGARTEN WORK.

I employed an experienced and superior Kindergartener in the Primary Department in 1892, who has continued in charge to the present time. A part of the day is given to Kindergarten classes.

It reaches many to whom such instruction is of more benefit than to those whose means enable them to pay proper attention to the training of their children.

I know that the teachers as a corps are doing better work and have good reason to think that the patrons appreciate the schools.

Respectfully,
JNO. S. SAMS,
Supt. Brevard County.

CALHOUN COUNTY.

Hon. W. N. Sheats, Superintendent Public Instruction, Tallahassee, Fla:

DEAR SIR: In compliance with your request asking for reports from County Superintendents in regard to the condition, improvement, etc., in the schools of the State, I give you the following few items from my county:

INFLUENCE OF BETTER TEACHERS.

Our schools are in better condition than they have been owing—

1st. To the teaching force being better prepared for their work and, consequently, doing better work.

2d. Because we pay our teachers promptly at the end of every month, thereby stimulating them to do the work required.

3d. Our teachers are being paid according to merit (paying them salaries according to efficiency and the grade of certificate), thereby encouraging them to work up to a higher grade. So much for the teaching force.

OTHER CAUSES OF IMPROVEMENT.

Now, among other things which help the progress of education in our county I will mention the following:

1st. Extending the school term one month—giving pupils five instead of four months schooling.

2d. In having our schools supplied with adopted series of books, thereby being able to classify and grade.

3d. In having better houses built. We have had five new school buildings erected in the last two years—larger, better lighted, and more convenient in every way than former ones, and owned by the Board of Public Instruction.

SUB-DISTRICTS.

4th. We have three sub-districts in the county, the levy in which will extend the term somewhat in those districts. And last, but not least, in having a State Superintendent who is engineering matters in the right way, willing and always ready to give counsel and advice in educational matters when called on.

PLEASED WITH THE GROWTH.

I am pleased with the progressive growth of education in my own county in the last few years, and in saying this I am confident I voice the sentiment of a large majority of the people of my county. I have had my share of difficulties in accomplishing what little I have done.

BOOKS FOUND IN USE.

On my first visits to the schools of my county four years ago I found Readers by nearly every author known or unknown to fame, Arithmetics ditto, Geographies and Grammars the same, Spellers of all kinds—from a few leaves to a whole book—Blue-Backs standing out in bold relief.

The people seemed to be perfectly satisfied, and would, perhaps, visit the school on its closing day to hear their children belch forth words of four or five syllables from the great Blue-Back Speller.

OPPOSITION TO CHANGE.

The order went forth that the Blue-Back must be laid aside and pupils be supplied with the adopted series of books. When the order became known a wail was heard. "Fisher will bankrupt us," some would say, "in having us to buy new books." Others would say, "It's all Sheats' fault."

BOOKS GIVEN THE POOR.

School work has changed since then. Pupils generally are supplied with the necessary text-books. Those too poor to buy are supplied free by the School Board.

The people are pleased with the new order of things, knowing that it works better for the educational interests of their children.

SUGGESTIONS.

What we need most now is legislation to enable us to raise funds sufficient to run our schools eight months.

Our children will never be able to get a common school education in four or five months in the year. I could mention other legislation needed, but as there will probably be suggestions from reports of other County Superintendents touching on matters of this kind, I will leave it with them.

Very respectfully,

P. F. FISHER,
County Superintendent Calhoun County.

CITRUS COUNTY.

Supt. W. N. Sheats, Tallahassee, Florida:

DEAR SIR—In obedience to the request for a report and brief review of the past official work of those County Superintendents whose terms of office expire Jan. 5, 1897, contained in your circular letter of Dec. 18, 1896, I beg leave to submit the following resume of my official life in Citrus county:

My first term of office began July 1, 1887, by appointment of Governor Perry, soon after the cutting off of the territory included in Citrus county from old Hernando county. In the fall of 1888 I was elected to succeed myself as County Superintendent of Citrus county, was again elected in 1892, and have held the position till the present time, making a total of nine and one-half years' incumbency.

CONDITION OF THE COUNTY IN 1887.

At the beginning of this county's history it had no money, was in debt for its part of the old county's obligations, not over a half-dozen, poorly built and unfurnished school houses, with few resident teachers, and inexperienced officers. The county was poor, had not very many orange groves, no railroads, and no apparent prospect of early enrichment. Notwithstanding these unpropitious environments, our school officers, one and all, set to work to create schools, build school houses, furnish the same, employ teachers as competent as could then be had, and carve out a history and a destiny for our schools.

INFLUENCE OF THE PHOSPHATE BOOM.

Later, when the phosphate boom struck us, our plans and prospects were very materially affected by the rapid shifting of our population from one part of the county to another, or removal of families to other States, consequent upon the selling out of their properties to phosphate land buyers. At one sitting during this time, our Board abolished eleven schools, because their former patrons had moved away.

THE FREEZE.

Scarcely had we recovered from these unfortunate conditions, when the great freeze and bank failure came and nearly overthrew us again. Now, however, we are getting upon our feet again, and hope, 'ere long, to have recovered fully from the disasters of the past.

HAD CO-OPERATION.

In all my efforts, as County Superintendent, to further the interests and minister to the needs of the schools of this county, I have always had the hearty co-operation, to the extent of their ability, of our various school boards, supervisors, teachers, and, for the most part, the patrons of schools. I have only had to lay my plans before past and present members of our school boards, to receive prompt acquiescence, if possible, in all that was suggested, and ready granting of whatever was asked. There has never been even a moderately serious disagreement between myself and these gentlemanly and able school officials.

MY SUCCESSOR.

I feel confident that all the gentlemen who will take charge of the school affairs of this county the fifth of this month will serve the people with equal fidelity and patriotism. This remark applies with equal force to my own successor, Rev. C. S. Young, who is an experienced teacher, holding a First-Grade Certificate under the present law, and is an intelligent, cultured Christian gentleman, who has the interests of the schools truly at heart, and will, I feel assured, do all in his power to foster their best interests.

PROGRESS MADE.

Beginning, as I have said, with nothing worthy of the name of school or school house, we have at the present time thirty-five schools, thirty-one of which have patent desks, nearly all supplied with maps and charts, reasonably comfortable school houses, with stoves and other furniture. Our school population is about 950. We have never had more than thirty-six schools in operation in any one year.

A SCHOOL FOR EVERY CHILD.

There is scarcely a child within the bounds of the county who is not within reasonable distance of a school. The few who are not, are allowed to transfer to other districts or other counties, that they may attend school somewhere at the county's expense.

CHARACTER OF TEACHERS.

Though nearly all our teachers are young, they are intelligent, energetic and progressive, and are, in my opinion, young or old, the peers of any of like experience in the State. Nearly all of them take one or more educational journals, read

educational books, attend county teachers' meetings, as well as State Associations, and, in a word, without claiming to be anywhere near perfect, nevertheless, they try to keep abreast of the times in all lines of school work.

SUPERVISORS.

Our Supervisors, for the most part, attend as faithfully to their duties as could be expected without compensation. We have never had any difficulty with them.

SCHOOLS GRADED.

Our schools are tolerably well graded, considering that they are nearly all country schools. Attendance is not always the best, but we generally get at least two-thirds of our enrollment for average attendance. There are six colored schools. There are thirty-one white and four colored teachers, nearly all of whom are residents in the county.

EXAMINATIONS AND TERM RECORD-BOOK.

At the end of the term, the teacher holds a written examination when possible, and oral if not, grades each pupil in every study, records this grading, together with attendance, tardiness, deportment and general average in a book called a Term Record, which together with the register, Supervisor's receipt for furniture, final reports, etc., are turned over to the County Superintendent before the last warrant is drawn. Blank Arbor Day reports, Supervisors' and teachers' reports for each month, pupils' permits for attendance outside their own district or county, teachers' receipts for warrants, and all other blanks supplied by the State and County Boards are required to be used.

USE OF TERM RECORDS.

These Term Records are turned over to the next teachers, who grade their pupils for the new term according to the facts therein recorded. Each pupil gets a duplicate record of his grading upon a card made for the purpose. Should a pupil change his residence between terms, he has only to present his card to the new teacher to have his grade standing properly allowed. Without this card or term Record to show his standing, he must be examined to ascertain it. Teachers are required to continue pupils from the point at which they stopped the preceding term, unless for satisfactory reasons.

When a pupil completes a given branch, he may be examined by the County Superintendent, and be granted a certificate, showing such completion.

COURSE OF STUDY.

We have a course of study, rules and regulations printed in pamphlet, and everything pretty well systematized. The teachers were consulted in adopting the course of study, but I myself conceived and carried into operation the rest of the system, with the consent, of course, of the School Board.

Within the last two years every effort has been made to increase the efficiency of all departments of school work, and though we have not yet attained to all that has been desired, yet we feel that, with the foundations already laid, much will be accomplished in the future.

COUNTY HIGH SCHOOL.

Our County High School, at Inverness, in charge of three competent lady teachers, is now accomplishing better work than ever before.

NEW BUILDINGS.

Since July, 1894, several new buildings have been erected and furnished. Twenty-one school houses have been built since the division of the county from the old one, upon the plan the Board furnishing the material and the patrons doing or having the work done.

NO SUGGESTIONS, YET SUGGESTS.

In view of the contempt with which past recommendations of County Superintendents to the State Legislature have been treated by that august body, I have no suggestions to make. I will say, however, that our present special tax law is exceedingly defective, and needs material amendment; but as every time it is touched by our wise solons it gets into a worse muddle. I presume it had better be let alone. It is incomprehensible as it is, in some parts, but further tinkering would only make confusion worse confounded. Nearly all our school laws are more or less contradicting and doubtful.

SUB-DISTRICTS AND TAX.

We have ten Sub-Districts in this county, levying a tax of from one and one-half to three mills. In our County School levy, we always go to the limit of the law (five mills) without opposition on the part of County Commissioners or others.

NO WARRANTS DISCOUNTED.

When we run out of money, as we sometimes do before the new taxes come in, we borrow enough to do us, and never

allow our warrants to be discounted. This year, as for several past, we had enough left over from last year to pay all expenses to the first of December. Our finances are in a sound condition at present, and likely to remain so. This county was one of the five in the State, last July, that could cash any county or school warrant on presentation or at sight.

This report has been written in great haste and is not, therefore, what I would desire it to be in the proper arrangement of its various parts, but I have no time now to revise it, and must submit it with the compliments of

Your humble servant,
E. S. HARRISON,
Co. Supt. Citrus Co., Fla.

CLAY COUNTY.

Hon. Wm. N. Sheats, State Superintendent Public Instruction, Tallahassee, Fla.:

DEAR SIR—In reply to your request for a report of the condition of the schools of Clay county, I take pleasure in saying that they are in better shape this year than ever. We have in Clay county fifty-four schools; forty-five for white and nine for colored pupils; the enrollment being 1281; 1048 white and 238 negro pupils. While we had seven schools not taught by the 30th of June, 1896, we will be able to have all taught the present term, which will increase the enrollment to 1400 on 1500. We have 35 teachers, 30 white and 5 negroes.

AIDED BY COUNTY BOARD.

Aided as I have been by one of the most zealous School Boards, one that have conscientiously endeavored to assist in carrying out all measures that could advance the educational interests of Clay county, we have been enabled to change the character, by our combined efforts, of our schools by encouraging patrons to become more interested in school work. Our aim has been and will continue to be to make our schools better.

I would be pleased to know that the time is not far distant when all the schools in the county will require at least one assistant teacher, and when several well-graded schools, ranking favorably with such schools in the State, shall be required and sustained.

SCHOOL HOUSES AND TEACHERS.

We have succeeded in building good common school houses for all our districts, with very few exceptions, which I think very important, among the requirements of a school. Then, having, as we now have, the best of teachers we have made a beginning, and with the aid and encouragement which teachers, patrons and pupils need and will receive from our County School Board and myself, we are bound to make a success. We have teachers uniformly energertic and progressive. I cannot say enough in commendation of our School Board for the manner in which they have managed the school interests in Clay county, and their untiring efforts generally to advance the cause of education.

Our finances are in good condition.

UNIFORM EXAMINATIONS.

Our educational interests are advancing, attributable in a great measure to having a qualified corps of teachers, second to none, but the equal I believe of any. The qualifications of teachers are entirely due to the uniform examinations, which I cannot refrain from heartily endorsing, and which I am more in favor of now than I was at first. At the adoption of the uniform system of examining teachers, I thought it too rigid, but now think it could not, without difficulty be improved. It gives the teachers something to work for; to secure a higher grade certificate, qualifying them to secure better salaries and to make themselves more successful educators than in handling the lower grades of certificates.

SUGGESTED LEGISLATION.

1. If the amendments to the Constitution as it now is, (basing distribution of funds on average attendance,) could be stricken out, it would be far better.

2. The present method of paying the teachers according to the number of pupils everyone connected with school work, knows to be a failure.

3. I favor the the uniform examinations from the fact that they are fair, and this manner of paying the teacher according to the attendance is consequently not in accordance with the spirit of the uniform examinations.

4. I greatly favor and advocate the payment of teachers for their services by the month, according to grade of certificate held by them and by their success as teachers.

5. I would also favor a law so framed as to compel parents and guardians to send children under their care to school—or give some good cause for failure. Also the adoption of a uniformity of text-books throughout the State.

6. As to the selection of Supervisors, a person is worthy of his hire; a Supervisor works for nothing, and, in most cases, he is overpaid. I would recommend paid Supervisors and a penalty for neglect of duty.

7. I favor a higher tax rate for school purposes in order to secure a longer term of schools than four or five months.

8. I think nothing would improve our schools as much as to have them commence January 1st, and close December 31st, because our taxes would then be collected in time to meet the requirements of our school year. As it is, our teachers have to wait, until about the close of the school year for their salaries taught at the opening of the school year. I know by the change I suggest, the school interests of Clay county would be greatly benefited, and no county in the State would suffer by the change.

GRATIFICATION AT PROGRESS.

I have herewith in a brief way given the information desired. Since you have given me the opportunity I cannot refrain from expressing, in some feeling of pride, gratification at the progress of matters concerning education in Clay county. Older views are being swept away and newer and more improved and enlightened ones taking their places, the improvement in teachers and the success they have acquired is marked and progressive. This is due in a great measure to the Uniform System of Examinations adopted by our State Superintendent of Public Instruction, Hon. Wm. N. Sheats.

W. W. SHEDD,
Superintendent of Schools, Clay county, Florida.

DADE COUNTY.

Hon. Wm. N. Sheats, State Superintendent Public Instruction, Tallahassee, Fla.:

DEAR SIR—I respectfully submit the following report: Our schools are in a very satisfactory condition at present, and promise well for the future.

I have just returned from a tour of inspection, and from personal observation can report progress from the "State of Dade."

The working condition of our schools is apparently better, and less friction has been observed than at any time during their existence. Our plan of development has been briefly marked by the procuring of equipment.

HOUSES AND FURNITURE.

New school houses have been built and furnished with patent desks, globes, charts, dictionaries, etc.

COURSE OF STUDY.

A uniform course of study and a set of rules and regulations have been adopted for the government of teachers and pupils, and good teachers have been employed to teach our schools.

CHARACTER OF TEACHERS.

Our teachers are enthusiastic in their work, and since they all hold certificates granted under the Uniform Examinations of this State, it is needless to add that they are thoroughly equipped for the rendering of good service. Nearly all subscribe for one or more educational journals, and thus keep in touch with the most modern ideas and systems of pedagogy.

OUR GROWTH.

Our schools have been more than doubled in number, and the total attendance correspondingly increased since July, '94. They number now twenty-four. Four of these are colored.

FINANCES.

Financially we are all right. Our balance on hand Dec. 1, 1896, was $2,705.46. Our County Commissioners have never displayed any hesitancy in granting the full limit (five mills) allowed by law for school maintenance; neither has our School Board, in any instance, been too bashful to ask for the same. Our teachers are paid promptly at the end of each month, and a teacher's warrant is accepted by our banks with as much readiness as New York exchange.

SUGGESTIVE LEGISLATION.

Fix by law the minimum salary of the County Superintendent, define his qualifications, make him a member of the School Board, and give him some latitude in which to

do efficient work. Under the present law he is more or less of a "figurehead," without power to vote, and hampered too much in his freedom of action. The County Superintendent should be a teacher of experience, holding a first-grade certificate, or a graduate of some recognized college, or preferably both.

Place a premium on first-grade certificates, make the third-grade certificate transferable and subject to renewal upon examination. This is necessary for the accommodation of our colored brethren.

I regard the present school law as excellent, as a whole, but venture to offer these few suggestions as a result of my observation.

Very respectfully yours,

W. L. WIDMEYER,
Acting Superintendent Public Instruction.

ESCAMBIA COUNTY.

Hon. W. N. Sheats, Tallahassee, Fla.:

DEAR SIR—In reply to your circular letter of 18th inst., asking for a statement of the school operations, and the changes and improvements in same from July 1st, 1894, to July 1st, 1896, inclusive, in the public schools in Escambia county, I beg to refer you to the annual statement of June 30th, 1894, which shows that there were enrolled that year 4,029 pupils, and an average attendance of 2,571 pupils. The report for June 30th, 1896, shows an enrollment of 4,215 pupils, and an average attendance of 2,818 pupils.

BUILDINGS AND FURNITURE.

Within the two years from July 1st, 1894, to July 1st, 1896, the following comfortable one-room school buildings have been erected and furnished with modern desks and furniture, to-wit: Schools Nos. 13, 29, 30, 46, 58, 68, 69 and 71. Additions of one room each have been made to schools Nos. 2 and 16, and a fine four-room building, No. 70, has just been completed in the city, which is a model in every respect, rooms 30x32 and nicely furnished. Schools Nos. 27 and 31 were added to in 1895. School building No. 27 is a comfortable two-room building, but with only one room finished; No. 31 is a three-room building removed to a much larger and better lot and improved in every way.

PUBLIC SCHOOL NO. 1, PENSACOLA, FLA.

PUBLIC SCHOOL NO. 70, ESCAMBIA COUNTY, FLA.

On July 1st, 1894, we owned school property as follows: School lots, $12,190; school buildings, $31,640; school furniture, $9,308. On July 1st, 1896, school lots, $13,095; school buildings, $32,905; school furniture, $11,169.

We have not made the progress that we think ought to have been made, but we have had many obstacles to contend against, and upon the whole feel that we have no right to be despondent, for our advancement has been continuous, if very gradual.

PURSUE BUSINESS METHODS.

We have been doing our best to run our schools on strict business methods and will continue on these lines to the end, hoping to realize our brightest expectations in advancing the schools of Escambia county to the front rank.

A TAX SYSTEM SUGGESTED.

If we could get our Legislature to frame a revenue bill on business principles, that is, offer an inducement for prompt payment of taxes, just as any business man would do to encourage a promt payment of a debt, we would be able to meet the pay-rolls for our teachers promptly, and this would encourage them to do more and better work in our schools.

This could be done without a hardship on any tax-payer in the State. Make the taxes as now, due on November 1st, give a discount of 2 per cent on all taxes paid in November, 1 per cent on all paid in December, January pay full taxes, February add ½ of one per cent. interest, and ½ per cent additional for every month until June, when the year's work should be closed.

This would be business, and would bring money into the county treasury in a steady stream, and you would no more hear of teachers having to wait for their pay, or any other of the creditors of our county.

Respectfully,

N. B. Cook,

County Supt. Public Instruction for Escambia County.

HAMILTON COUNTY.

The schools in this county for the years ending June 30, 1895, and June 30, 1896, were better in many respects than those of preceding years. This was due to a better class of

teachers, an improvement in methods of instruction, and more systematic work.

TEACHERS ENCOURAGED TO READ.

I endeavored to aid my teachers by encouraging them to read good school journals and works on teaching, and by an interchange of thoughts and ideas as to their plans and methods of work. As a consequence, there was a livelier interest taken in teaching, and more accomplished, with better results.

SCHOOL ATTENDANCE.

The average attendance was not as good as I wished, but there was a considerable increase over that of the year before. The attendance for this year has been better still. Pupils, too, have been better classed in their work. Most of the schools have been taught. Others are now running.

SCHOOL BUILDINGS.

Better houses have been built within the past two years for many of the schools. Where it has not been done by the School Board, the patrons have built them with private means.

On the whole, the schools have done well, considering that the county has been so badly handicapped for the want of funds.

SUGGESTIONS.

1. County School Boards should be given the right to fix, within the legal limits, the county levy for school purposes.

2. The minimum levy should not be less than four mills.

3. Provision should be made for collecting taxes earlier than they are now collected.

4. There should be an educational qualification for County Superintendents.

5. He should also be made an ex-officio member of the School Board.

6. There should be a limit to second and third grade certificates. Second grade should not be renewed more than three times; third grade not more than twice.

7. A State Grading committee should take the place of county grading committees. Then the grading would be uniform; now it is not.

8. The law should require each county in the State to establish a graded high school.

GEORGE J. GRAHAM,
County Superintendent.

HERNANDO COUNTY.

Hon. W. N. Sheats, State Superintendent Public Instruction:

DEAR SIR—At your request I submit the following in regard to school affairs in Hernando county.

FINANCIAL.

In 1894 our school operations were seriously embarrassed by an old indebtedness, approximating $3,000. In 1896 the last of that was paid. The grand jury of this county on January 15, 1897, made a thorough examination of school affairs, and, after giving facts and figures, reported in its presentment as follows: "In case collections are as good this year as they have been during the last year, the year will leave our School Board in better financial condition than it has been for some years past, a condition of affairs which should give pleasure to all good citizens."

INTEREST AND COURSE OF STUDY.

Interest in education has been steadily increasing. The course of study, rules and regulations prescribed by the Board have been heartily endorsed by the people generally; all active opposition has died out. The increase of agricultural labor required of the children, consequent upon the freeze, has lowered the average attendance, but the enrollment in many localities has largely increased.

SCHOOL HOUSES, FURNITURE, ETC.

We are well supplied with frame school houses. Two houses have been built and one purchased during the past two years. Cisterns have been built and wells dug where needed, and all the schools have been supplied with good stoves. Patent desks are in use in three school houses. Financial embarrassment has prevented the purchase of improved furniture. We intend to supply all schools with patent desks in the near future.

UNIFORM EXAMINATIONS.

Uniform examinations have greatly improved the class of teachers, and opposition to them has changed generally to commendation. They have been conducted in this county with absolute fairness and results have been quite satisfactory, except in regard to negro teachers. Our negro population has suffered on account of failures of negro teachers to pass. The special examination clause of the new law has not been put in operation, a sufficient necessity not having arisen.

FREE-BOOK SYSTEM.

The free school-book system has prevailed here for several years, and grows constantly in the affections of the people. We do not see how a regular course of study, uniform text-books and uninterrupted advancement of pupils can be maintained without it. The failure to purchase text-books at the right time, caused by the caprice or poverty of parents never occurs to check the onward progress of pupils. It has also proven to be the cheapest method of furnishing school books.

TEACHERS' INSTITUTES.

Our teachers' institute meets monthly for eight months in the year, and is an element of great power. In fact, it is the heart of our system—by its active pulsations keeping alive the educational interest and progress of the county. Under the influence of the institute our teachers are constantly improving. Every teacher attends and prepares essays. These essays are preserved by the Secretary, to be condensed and published as the work of the Institute.

SUMMER SCHOOLS.

Interest in Summer Normals has greatly increased. Last year, for the first time, we seriously recommended attendance upon them, and several of our teachers attended and were greatly benefited. This year the Teachers' Institute has endorsed them and passed strong resolutions urging our School Board to take all necessary steps, including an appropriation, to secure the holding of one of them at Brooksville. Don't forget us in this matter.

DEVELOPED HOME TEACHERS.

During the past three years Hernando county has developed more home-reared teachers than ever before in the same length of time in the history of the county. Any

graduate of our system can take, with creditable averages, the State uniform examinations. Only one of our graduates has ever failed.

Owing to our uniform system of graded schools for the entire county, our home teachers have generally given the best satisfaction. The only difficulties we have experienced in operating our system have been with imported and old-time teachers, who could not or would not conform to our system. We have old teachers that are up to date, and imported teachers that are fully alive to our methods. These have been of great help to us and to our schools, and with them we have had no difficulty. Hernando county, in my opinion, has a splendid corps of teachers.

SUMMARY OF PRESENT STATUS.

The condition of our school affairs can be summarized about as follows:

1. Improved condition of finances.

2. Interest in education constantly on the increase.

3. Well supplied with houses—increase of three.

4. Stoves and free text-books in every school.

5. One-third of school grounds supplied with wells or cisterns; the others, water supply convenient.

6. One-fifth enclosed with fences.

7. One advanced Graded and one High School.

8. Three-fourths of our teachers are resident and home-reared, and all enthusiastic and possessed of first-class ability to teach.

9. Nine special-tax schools, an increase of six for the past two years.

10. General term of school four months; in special-tax dictricts, five to eight months.

11. Teachers' Institute successfully maintained for the past three years.

12. Three schools furnished with patent desks.

13. Sixteen schools supplied with educational charts; all with geographical wall maps.

FUTURE PLANS.

Our plans for the future include all the satisfactory features of our present educational system, a six months' term in

general and eight months in the special-tax districts, a revision of course of study to make it conform to six and eight months terms, and a more accurate record of the age, advancement and disposal of the children of school age.

LITERARY CLUBS AND LIBRARIES.

It is our intention to promote literary clubs and libraries in all the schools, so that educational advancement and interest may be kept up after close of school. We expect to urge the purchase of a library by patrons for every school, independent of text-books, to be let out on circulating library plan. We wish to make the school house the centre of interest, culture and refinement in every neighborhood.

ASPIRATIONS.

In conclusion we will say, we aim to reach the superlative degree in everything worthy of effort and accomplishment in the domain of education. We hope to show you at the close of our four years' term the best system of education, the most thorough and devoted corps of teachers, the best equipped country school houses, the most intellectual, progressive and ambitious youths of both sexes, a people the most devoted to the cause of education, and, in consequence of the fruition of these hopes, the happiest Superintendent in the State.

Respectfully,

A. M. C. RUSSELL,
County Superintendent.

HILLSBOROUGH COUNTY.

Hon. W. N. Sheats, State Supersntendent Public Instruction, Tallahassee, Fla.:

DEAR SIR—In accordance with the law, and with your request, I herewith send you report on the condition of the schools of Hillsboro county:

Since my last report, the schools have continued their onward march.

NEW BUILDINGS.

Six new school-houses have been built and properly furnished. The school-houses and grounds throughout the county are neatly kept. In most instances good drinking water is supplied.

TEACHERS.

It is with a considerable degree of pride that I am able to report favorably again on the work of the teachers. With very few exceptions, they are wide-awake, zealous and efficient in the performance of their duties. As a natural consequence, prejudice against the improved methods of teaching has been almost entirely overcome, and patrons are showing their appreciation more and more of the efficient work that is being done. Tardiness and irregularity in attendance are gradually disappearing; promptness and punctuality are being recognized as essentials to success in school work and most powerful factors in forming character.

COURSE OF STUDY AND RECORD BOOK.

When entering upon my official duties ten years ago, I noticed that one of the greatest obstacles to progress of the schools lay in the frequent changes of teachers, and the absence of a uniform system for carrying on the work. To obviate the bad effects that would naturally follow, a Course of Study was placed in the hands of supervisors and teachers, indicating the work to be done by the several grades in the different studies, and each school was provided with a Record Book in which teachers were required to record monthly the work done in the several grades and branches, also to keep a record of the monthly enrollment and average attendance and such other matter as might be of interest to the succeeding teacher.

SUMMER SCHOOL.

Summer normals and district institutes conducted by the County Superintendent every year, a careful and systematic inspection of each teacher's work, together with the hearty co-operation of an intelligent, impartial and public-spirited Board of Education have been instrumental in bringing about the present satisfactory condition of our schools.

Respectfully yours,
L. W. BUCHHOLZ,
County Superintendent.

HOLMES COUNTY.

Hon. W. N. Sheats, Tallahassee, Fla.:

DEAR SIR—In compliance with your request I will make a short statement in relation to the schools of Holmes county, from July 1894 to July 1896.

IMPROVEMENTS IN BUILDINGS AND EQUIPMENT.

There is considerable improvements in buildings. Most of the old houses have been torn down and replaced with good framed buildings, furnished with good seats, good desks and blackboards. Nine new houses have been built and fitted up with stoves. School grounds are better kept and everything indicates greater interest than has ever been manifested heretofore in this county.

TEACHERS' EXAMINATIONS.

Our examinations have been well attended and conducted as fairly as could be under the circumstances, a good percentage obtained certificates. All were well pleased except those who failed; those who failed, of course, complained and made the usual charges that fraud was perpetrated and the Grading Committee had shown partiality.

OPPOSITION TO THE LAW.

Our people were very much opposed to the uniform examination law, because some had pets they wanted to put in the schools. They said that Sheats wanted to get up something new, curtailing their liberties, and it would come to pass that a *poor man* could not get a school.

OPPOSITION WANING.

But now every one, with a few exceptions, admit that it was just the thing needed; by means of it, we have rid ourselves of a lot of old croakers who knew nothing and sought a little school as a substitute for a cotton crop.

OLD WAY OF GETTING A TEACHER.

Under the old order of things there were always some aspiring teachers on the pad trying to make up a little school to be taught as soon as they could finish their crop. The crop over, the teacher and a few patrons would go to see the Board to get license to teach; if the teacher failed, woe be unto the Board and County Superintendent, everything was said about them except something good.

THE NEW WAY.

Now, as soon as our examination is over, the Supervisors are present, each seeking to get the highest grade teacher possible. Now they say, Sheats is the *right man in the right place.*

HAVE A HIGH SCHOOL.

I think Providence directed us to be ready for the law when it was passed, for we had just organized a High School and were preparing to raise the standard of education in our county. We now see the necessity of getting away from the old plan; under which to be able to write so that it could be read, a little spelling, reading and ciphering, and sometimes a little geography and grammar (Smith's), was the acme of educational aspiration.

PRAISE FOR EXAMINATION LAW.

I attribute the improvement in interest manifested by the teachers and people in general entirely to the influence of our uniform examination law.

TERM OF SERVICE.

I have been connected with the schools of Holmes county from January 1st, 1875, up to January 1897, and I think the past year has been the greatest in our history. More interest has been manifested by the patrons than ever before in this county.

ATTENDS SCHOOL CLOSINGS.

I have been invited to a number of schools at the close to lecture, preach, or otherwise contribute to the success of the occasion. I could not fill all the applications; it has not been so heretofore, the schools wanted to close as quietly as possible.

SUGGESTIONS—A HIGH SCHOOL MANDATORY.

I hope you will use all your influence to have a law passed making every county have a High School, so that young men and women may be prepared at home to teach the schools of their county as well as fitted for other important stations in life. I think it is your duty, as the chief of the educational department of the State, to see that such a school is established in every counry. I want the time soon to come when every county will be perfectly independent of every other county for teachers, and I believe a High School for every county will bring this state of things to pass.

Yours truly,

W. CURRY,
County Superintendent.

JACKSON COUNTY.

MARIANNA, FLA.

Hon. W. N. Sheats, Tallahassee, Fla.:

DEAR SIR—Complying with your request to report condition of School affairs of this county, I beg leave to state that school work is progressing nicely, that they are in better condition this year than ever, and that more interest is manifested every year by patrons, children and teachers in the school work, and a constant demand is made by patrons for longer terms and better school facilities. This, however, under present school law, (allowing County Commissioners to determine amount of mills levied for school purposes) can not be granted. Under the circumstances our Board is doing all in their power on this line.

NEW BUILDINGS.

During the last two years there have been eleven new frame school buildings constructed in the county, where before existed nothing but the rude log house with its puncheon seats, and also many others have been remoddled and greatly improved.

UNIFORM EXAMINATION LAW.

Our teachers and people heartily endorse the Uniform Examination Law for many reasons, but it seems to me that it would be better to have one Grading Committee for each Judicial District.

STATE UNIFORM TEXT-BOOKS.

We have a uniform series of text-books adopted in the county, which, as a general rule, are used in all the public schools, but occasionally there move into the county families from other counties, who have a different set of books, and who feel unable to purchase the books adopted by our Board. Then there arises an extra work for the teacher; therefore, I think it would be much better for all concerned, that the State Board be empowered with authority to make this adoption.

COUNTY INSTITUTES.

We hold regularly County Institutes which I am sorry to say are not as well attended as they should be, but great interest is manifested by those who attend, and excellent work is being done along this line.

SUMMER SCHOOL.

We hope to have this year a Summer Normal for the benefit of our teachers, for we fully recognize the beneficial results of these meetings. On the whole I would say that there has been a decided improvement in school interest in the last two years and that it is still increasing.

I trust that you may be able at the next Legislature to have such changes in the school law as you may deem beneficial to the school interest.

Very respectfully,
A. J. WOOLDRIDGE,
Co. Supt. Jackson county.

LAFAYETTE COUNTY.

MAYO, FLORIDA.

Hon. Wm. N. Sheats:

Allow me to make the following report of my stewardship as County Superintendent, which is now soon to close for entrance again into the private walks of life.

CONDITION OF THINGS FOUND.

I took hold of the educational helm without experience in the work, and with due respect to my predecessor, I must say in justice to myself, that I found very little system in the work. The standard of education was extremely low for both pupils and teachers, the county was without a High School or any school that could be pointed to as a model or a stimulus for the others, all things were on a dead low level.

SET TO WORK WITH DETERMINATION.

But my heart was in the work and I began as best I knew how the great work of reform, under the direction and leadership of a man of long experience and whose heart burns with zeal for the great cause, it is needless for me to say that I refer to the Hon. Wm. N. Sheats.

There was much to be done, and praise is due the County Board for the hearty co-operation they have extended me in all my undertakings. My own experience, as unworthy as I may have been demonstrated to me that County Boards only need a leader, some one capable of mapping out and suggesting, and they will co-operate.

FINANCIALLY IMPEDED.

We have been greatly crippled in our work for the past two years by having our school assessment reduced to the minimum limit, three mills, in 1894, and raised only to 4¼ mills in 1895, at the same time the valuation put upon railroad lands in the county was greatly reduced. These two things co-operated to greatly diminish our revenues, just at the time when we were making all possible efforts to encourage the introduction of a better grade of teachers by raising salaries.

Taking all things into consideration, I feel that we have done remarkably well under the circumstances.

COUNTY HIGH SCHOOL.

A County High School has been established at Mayo, the county seat, which is at present under the Principalship of Prof. Jno. D. Alderman, and we feel that it is a grand success and a great achievement in a county circumstanced and situated like ours, with no past movement in that direction. From this school in 1895 came five of our teachers, and the present term will give us several more.

UNIFORM EXAMINATIONS.

I have examined fifty-one applicants under the uniform examination law; thirty-two of that number were awarded certificates. Our corps of teachers is growing into a live and enthusiastic body of workers, studying their texts and their profession ten times as much as was ever known in this county before.

EXTENDS FAREWELL THANKS.

My administration as a whole has been pleasant, and before retiring from office I desire to thank my friend, the honored State Superintendent, for the continued kindness and counsel extended to me at all times, and for his zeal and faithfulness in the great cause in which we are enlisted.

I also tender thanks to the faithful and worthy teachers and to the School Board of the county for their cheerful co-operation with me in the work, and last, but not least, to the good people of Lafayette county who have manifested appreciation of my work.

Respectfully submitted,

J. P. ABBOTT,
County Superintendent.

LAKE COUNTY.

Hon. W. N. Sheats, State Superintendent Public Instruction, Tallahassee, Fla.:

MY DEAR SIR—I have the pleasure to submit to you this general report of the condition and progress of the Public Schools of Lake county during the last two years.

LOSS IN REVENUE.

The loss of our orange groves in the winter of 1894–95 reduced the assessed valuation of the property of Lake county from about $4,000,000 to about $2,500,000. This caused a direct loss to the school fund of $7,500 per year. Our county school tax was already five mills and of course we could not increase it so as to make up the loss caused by the reduced valuation. Yet, notwithstanding this great adversity, we have kept the condition of our schools almost up to the standard which they had reached before that time.

TEACHERS WARRANTS NOT DISCOUNTED.

During the school year of 1895 and 1896, as well as in former years, we had to contend with the late payment of taxes, just as other counties do. But we did not permit our teachers to bear the loss of discount on their school warrants. It is true that some warrants were discounted, but they were all discounted at one bank, and by a contract between the County School Board and that bank a definite record of such discount was kept by the bank, and instead of retaining this discount as compensation for cashing the warrants, the County School Board agreed to pay the bank a definite rate of interest for the use of its money. The discount was charged to the bank, and as soon as the County Treasurer had a sufficient amount of money on hand to pay all indebtedness, a settlement was made with the bank and with the teachers whose warrants had been discounted. If the discount which the bank had received amonnted to less than the interest on their money for the actual time which it had been in use, the School Board paid to the bank the difference, but if the discount amounted to more than the interest, the bank paid to the School Board the difference. At this general settlement the County School Board returned to each teacher the full amount of the discount which he had paid to the bank. By this plan the teachers lost practically nothing and the bank

received a reasonable rate, and only a reasonable rate, of interest on its money used in cashing the warrants. The plan has always been satisfactory to all parties concerned and is less expensive and much more satisfactory to the School Board than borrowing money would be.

CONDITION OF FINANCES.

We opened our schools this year with about $8,400 in the treasury—a larger amount than we had ever had on hand at that time of the year since the county was organized, and no part of the taxes of 1896 had at that time been collected. This amount, with the taxes of 1896, will be sufficient to sustain our schools six months and leave a surplus of eight or nine thousand dollars with which to open the schools next year. This condition of our school fund convinces us that notwithstanding our severe loss of two years ago our schools will not suffer to any serious extent.

CHARACTER OF TEACHERS.

Our teachers are usually well qualified for their work. Some of them have taken special courses in training schools and nearly all of them have read a few good books on the subjeet of pedagogy and school management. They all have free access to a circulating library of about fifty well selected volumes upon the subject of teaching, and many of them have been much benefitted by its use. Some of them have excellent libraries of their own

GRADES OF CERTIFICATES HELD.

Of about sixty white teachers in this county last year, eleven of them held first grade certificates and only five of them held third grade. This year thirteen of them hold first grade certificates and only six hold third grade. If we succeed in supplying our schools with good teachers we feel that their success for that year is to a great extent accomplished.

All primary instruction should be given by skilled teachers, and we have usually been able to supply the primary departments of our graded schools with that class of teachers. We of course do the same for the ungraded schools when it is possible, for primary work must be done in all of them.

PERMANENCY OF TEACHERS.

An effort is made to retain all good teachers in the same school for several years. In many places we succeed in doing this but in some we fail. A definite law, giving School Boards

authority to employ teachers for terms of two or four years, would assist us very much in making teachers more permanent in their work.

SELECTION OF TEACHERS.

The County School Board has used much care in the selection of teachers, and local school officers who have been given the privilege of recommending teachers have not usually abused that trust. If the local officers (Supervisors) do not have teachers whom they know to be competent they usually leave the selection and employment of them entirely to the County School Board and County Superintendent. This is a wise practice and one that is gaining in prevalence in this county every year.

BUILDINGS AND FURNITURE.

Prior to last year our School Board spent about $1,000 each year in building, repairing and furnishing school houses, but last year that work was suspended on account of the scarcity of money. This year we have been furnishing material with which building and repairing can be done and the school patrons are doing the work. A few of our school houses are not yet as comfortable as they should be. About half of them are yet to be furnished with the patent desks.

EVIDENCES OF SUCCESSFUL WORK.

The personal examinations which we have made of the school work of both teachers and pupils has been, in a large number of cases, very satisfactory. One of the best evidences of the merits of the Public Schools in Lake county is the success of the advanced pupils who apply for teachers' certificates at the State Uniform Examinations. Their grades are usually among the very best that are issued, and in the last examination, among a large number of applicants, the highest first grade certificate issued was given to a public school pupil only seventeen years old who had never attended school outside of this county.

PUBLIC INTEREST GOOD.

I do not want to close this report without speaking of the universal and hearty support that is given the Public Schools by the citizens of our county. The maximum limit of school tax is paid cheerfully, and almost every citizen does whatever he can to encourage their interest and highest success.

Very truly yours,

J. C. COMPTON,

County Supt.

LEE COUNTY.

Hon. Wm. N. Sheats, State Superintendent Public Instruction, Tallahassee, Fla.:

DEAR SIR—In compliance with your request I herewith submit the following report:

IMMENSE TERRITORY AND SPARSE POPULATION.

Lee county is over sixty miles square, giving her an area of over three and one-half thousand square miles, or about three times as large as the State of Rhode Island. The county is sparsely settled, making the schools scattered and small.

EVANESCENT SCHOOL.

In some of the hunting and fishing districts the settlements were not permanent, consequently only temporary school advantages could be given. Schools of twenty pupils were established in such places, when not a single inhabitant was to be found there the following year.

PRO RATA SYSTEM.

It has always been our aim to give every child of school age equal advantages by giving him the *pro rata* of the funds, which was ten dollars *per capita*, which often gave single families living too remote from regular schools a teacher.

COURSE OF STUDY ADOPTED.

A regular course of study has boen adopted, embracing eight grades, which pupils are expected to complete in eight years.

The County Superintendent is required to prepare uniform questions at the close of the term for examination, on which the pupils are graded.

UNIFORM EXAMINATIONS.

The law requiring uniform examinations for teachers has greatly raised the standard of teachers and schools; our indifferent and non-progressive teachers are "laid on the shelf," while only the best qualified are now the ones to instruct our youth.

GOOD EFFECTS OF THE FREEZE.

Since the freeze in December, 1895, our school enrollment has increased about 40 per cent. Five new school houses

have been built, costing from $500. to $900., and have been suppled with the best single patent desks.

I have been County Superintendent ever since Lee county was established in 1886, and feel satisfied that the foundation of the schools are well laid.

D. C. Kantz,
County Superintendent.

LEVY COUNTY.

Hon. W. N. Sheats, Tallahassee, Fla.:

DEAR SIR—I have the honor, in complying with your request for a special report of the condition of our schools, etc., to submit the following:

IMPROVEMENTS.

During the last two years we have been rapidly improving our school property, and supplying needed apparatus. Prior to that we exhausted our funds annually in appropriations for teachers salaries. We now control more money and can afford to improve buildings. When obtainable, we hold deeds to all school property. Teachers salaries have increased and property improved.

COURSE OF STUDY.

Our schools are now closely graded. Information was furnished to the County Board last year that only five (5) per cent. of irregularities then existed in the entire county. This course of study was adopted in 1891, and has been slightly modified since, by the addition of three branches of study and a change in two text-books. Under its operation children who attend school regularly are certain of advancement. No option is allowed either pupil or teacher—the course of study must be carried out; provided, that in case of a young man or woman who expects to attend school during only one term, he or she is allowed the privilege of choosing subjects.

PROMOTIONS.

Beginning with the Fifth Grade, pupils are advanced from grade to grade by making a general average of 65 per cent. on a written examination. Questions for these examinations are prepared by County Superintendent, and are sent out upon requisition of teacher at any time. All examination papers

are first graded by the teacher who sends them to County Superintendent for inspection and approval. This heavy work is thus undertaken by County Superintendent in order that there may be county uniformity. Promotion cards are sent to those who pass; those who fail are required to review the work of that grade. Exceptions to this rule will occur where the teacher assigns good reasons for a pupil's failure and urgently requests that he or she be allowed to take up the work of the higher grade. This teacher's recommendation is filed, together with the examinee's papers. Certificates of graduation are presented those who complete the full course of study.

TEACHER'S RECOMMENDATIONS.

At the close of each school, teachers are required to file with the County Superintendent a statement by grades, showing the standing of each pupil. Appended to this statement is the teacher's recommendation for those not promoted by examination. This report is expected to explain to a successor the condition of the school, and account for the difference in standing of pupils of the same grade. We try to save that much time to our schools which is usually consumed by a successor in "getting acquainted with the pupils." We require all teachers to work for the next term of school.

WEEKLY REPORTS.

We open schools in September; many do not begin until later.

The work of starting up schools, where all do not begin at one date, detains me in the office usually until the last of October. To reach these schools—and all others—we use a printed form for weekly reports showing progress and number daily recitations from each grade. This work is reported as done by grades, and report sent in at the end of each week.

FINAL DAY.

All schools make the last day a gala day—examinations, speaking, display of work on file, and dinner. We prefer having these exercises during the day to the exhibitions given at night. This is encouraged because the actual work can be seen rather than the performances of children witnessed; besides, the opportunity is offered the County Superintendent of addressing the patrons and citizens upon those lines of thought which will intensify pride of school and loyalty to teacher.

COUNTY SCHOOL EXPOSITION.

On this occasion the schools of the county have on exhibition the actual work done by pupils of all grades. A large building is decorated and space reserved for each school separately. On tables and upon walls are tastily arranged maps, historical charts, arithmetic tables, language tablets, written spelling, compositions, essays, drawings in physiology, and any special work done by boy or girl of unusual talent.

TEACHERS INSTITUTES.

Our teachers are convened by call of County Superintendent the first week of October, and at that time organize themselves into a Teachers' Association, to last only during the school term, of five months; subsequently, they hold monthly meetings of the organization, frequently honoring the County Superintendent by making him presiding officer. The programmes for these monthly meetings are arranged so as to bring into discussion those questions which bear closely upon the every day work of the school room.

DISTINCTIVE IDEA IN EDUCATION.

We work under the motto of Character Building. We impress all teachers that education lies not so much in acquiring knowledge as in making men and women—citizens. Whether as a result of such teaching or not, still the fact is that we have but few cases of corporal punishment.

Our effort is in the line of developing the potentialities of each boy and girl. We begin with *integrity* and end with *intelligence.*

HIGH SCHOOLS.

Our plan is to have the common schools tributary to the high schools. We graduate pupils in a course of study uniform throughout the county, and allow no branches introduced except those which are prescribed; the common schools are exempt from undertaking High School work.

In the High School Course, no attempt is made for a distinctive college preparation. We try to cover the work necessary for a county First Grade Teachers' Certificates. We have organized, under the Sub-District Law, a high school in each of the towns Bronson and Cedar Key.

EXAMINATION LAW.

The little opposition that at one time existed to this law has been reduced to a minimum. I feel that had the County

Superintendent and teachers been opposed to the law, the people would have been more disturbed. Much praise is due our teachers for wisely accepting the situation and working for the issues, and doing so with but little or no complaint.

We hold two examinations each year, and appoint on the Grading Committee teachers who will consider only the work before them. This law is largely responsible for the rapid increase in the efficiency of our teachers.

POLICIES.

We pay our school warrants in cash. When the treasury is exhausted, we borrow money.

Good schools are patronized; to have good schools we need good teachers. We secure the best we can, giving preference to those who reside in our county.

We base the salaries (1) on the grade of certificate, (2) the size of the school.

All schools are required to make 60 per cent. average. Failing to do this for one week, the teacher must close school, to resume at any time when the average can be made. The Board suspends this regulation in cases where an attempt is made to wilfully break down the school.

We teach our people that these schools are not State institutions nor "public cribs."

We enforce all county and and State regulations, and cooperate with our teachers.

Very respectfully,

S. PHILIPS,
County Supt. Pub. Inst.

LIBERTY COUNTY.

BRISTOL, FLA.

Hon. W. N. Sheats, State Superintendent Public Instruction, Tallahassee, Fla.:

DEAR SIR—By your request I send you a report of the condition of the schools of Liberty county. In my judgment the schools of the county are in a better condition than ever before. There is much improvement needed, and much yet to be done before the schools of the county are anything

like they ought to be. We have had difficulties, financially and otherwise, to contend with; but, notwithstanding all this, there has been considerable improvement made during the past two years, and we propose to keep doing our best for the betterment of our schools by the proper use of the means at our command.

EFFECT OF EXAMINATION LAW.

As a consequence of the new school law we have better teachers and better schools. We have seven white teachers in the county, and the white schools can all be taught by two schools being taught by the same teacher.

We have only two colored teachers in the county, and for that cause some of the small colored schools cannot be taught.

NEW BUILDINGS.

Several new school houses have been built in the county during the past two years.

In the year 1894 a good school house was built at Bristol, at a cost of more than $1,600, for the purpose of establishing a County High School.

COUNTY HIGH SCHOOL.

We have employed competent teachers and have had good schools. For the year beginning July 1, 1894, the Bristol High School was taught for a term of eight months. For the year beginning July 1, 1895, four months, and for the year beginning July 1, 1896, four months, the term being shortened for lack of school funds.

The Bristol High School is located on a ten acre lot, in a healthy locality, near Bristol, the county site. It has been deeded to the Board of Public Instruction, is paid for, and free from all incumbrances.

SUGGESTION—MAKE A HIGH SCHOOL MANDATORY.

I think it would be well to have a law enacted that would require each county in the State to establish one High School at the county site, or some central point in the county, and that the length of the term in each High School shall be at least six months.

Yours very respectfully,

T. J. GREGORY,
County Superintendent Public Instruction.

MADISON COUNTY.

Hon. W. N. Sheats, Tallahassee, Fla.:

DEAR SIR—In reply to your circular letter of recent date, I say that the years 1894 and '95 and '95 and '96 have been years of prosperity in Madison county schools.

NEW BUILDINGS.

We have built several good comfortable buildings, and have repaired many others. We have not moved as fast as could be desired, but we are doing all that our funds will allow. Having just emerged from under a debt of twenty-five hundred dollars, we try to be cautious lest we again become entangled under the same yoke of debt.

SINKING FUND.

I have been anxious to provide a Sinking Fund, so that we could pass over the summer and fall months without teachers having to suffer a discount on their scrip.

I think the county is in fairly good condition financially.

WHEN SCHOOLS RUN.

Our county is an agricultral county. A large per cent of our schools run in the summer and fall. I am not an advocate of summer terms but allow it from necessity. Cotton being our only money crop our people have to work their children on the farm during crop season.

BOOKS ADOPTED INSISTED ON.

When I look back only a few years and see the difficulties that were confronting me in the shape of fogyism, I can but congratulate the county for the success we have had in freeing the schools from these erroneous ideas about books and methods. This has been done by insisting on the teachers teaching the books adopted and using the modern methods regardless of the wishes or advice of the smart ones. While we are glad of the success we have had, we feel that there is still much to be done.

BUILDINGS CONTEMPLATED.

We contemplate building a good substantial school-bulding in the town of Madison in the near future. We have purchased a beautiful lot conveniently located; we propose to build

a house that will be an ornament to the town and the pride of the county, and so equip it with apparatus so that we will be prepared to do as good work as any High School in the State.

We are preparing to build up about fifteen First Grade schools in the county so that we can work our First Grade teachers to better advantage. We do not claim to be in the lead but we are coming. Our watchword is forward.

TEACHERS' INSTITUTE.

The teachers of the county are organized and meet twice each month, the object of the association is the professional improvement of the teachers and the development of a course of study which shall be uniform throughout the county.

We have ample teaching force.

I think, taking everything into consideration, we have improved fifty per cent since the publication of the last biennial report.

APPROVE EXAMINATION LAW.

I have no recommendation to offer relative to any change in the examination law. I fully endorse it. I give it credit for much of the improvement in the county. We now have a corps of live active teachers, seventy-five per cent better than formerly.

COUNTY BOARD SHOULD LEVY SCHOOL TAX.

I would recommend a change in the revenue law. I think the Board of Public Instruction of the several counties should levy the school tax, for the reason that the needs of the county are best known to them.

I would like also to have a statute confining pupils to the schools in their respective districts, having only one school in the county open for all, and let that be the County High School.

Yours in the work,

R. L. WILLIAMS,
Co. Supt. Public Instruction.

the public-spirited citizens of that town at a cost of about $2,500, and donated to the county for school purposes.

The Palmetto Academy is a handsome new building, built and furnished by the citizens of the Palmetto School District; costing $2,700.

The Manatee School building has recently been overhauled, divided into separate apartments and thoroughly equipped for the very best school work under its able Principal, Prof. J. M. Stuart. With commendable zeal the patrons of our county schools have caught up the interest manifested by the patrons and citizens of our towns, and the gratifying results are better and more comfortable buildings in nearly every school sub-district, many of which are being furnished with patent desks of the latest design.

LEGISLATION SUGGESTED.

1. I favor an amendment to the act placing the power with the Board of County Commissioners to fix the amount of tax to be levied for county school purposes. This power should be conferred upon County School Boards; it is reasonable to assume that County School Boards are more familiar with the actual requirements and needs of the schools under their supervision than any other body.

2. I favor a law making mandatory the establishment of County High Schools in every county having a specified valuation and population.

3. I favor the adoption of uniform text-books for the State; published and furnished by the State to patrons at the actual cost of publication, thereby saving thousands of dollars annually to the patrons of our public schools.

4. I favor *no* further legislation on the State Uniform Examination Law; in my opinion, the law cannot be improved upon.

With assurance of respect and esteem, I am

Yours truly,

W. M. ROWLETT,

Supt. Pub. Inst.,

Manatee County.

MARION COUNTY.

OFFICE OF BOARD OF PUBLIC INSTRUCTION,
OCALA, January 1, 1897.

Hon. Wm. N. Sheats, State Superintendent Public Instruction, Tallahassee, Fla.:

DEAR SIR—In compliance with your request for a brief report from this office as to the progress of educational matters in Marion county, I have the honor of submitting the following report:

PRIMITIVE CONDITION OF SCHOOLS.

Entering the office of County Superintendent in 1880, after careful inspection of the field my report to the Board for that scholastic year made plain the necessity for comfortable school buildings, furniture, and the adoption of a series of text-books, for the county did not own a single building, and schools were taught in cabins, churches and private residences.

UNIFORM TEXT-BOOKS.

One recommendation made in 1883 resulted in the adoption of a series of text-books by the Board, which has been continued, with few changes, to the present date. At first this innovation met with some opposition; but, after seeing the good results and real gain in the work of the schoolroom, it was fully approved.

SCHOOL ATTENDANCE.

From this date the attendance in our schools began to increase and continued to do so until 1894, when it reached the highest enrollment—over five thousand pupils. The demoralizing effect of the freeze, almost ruining our people in many sections of the county, reduced the attendance but not the interest, for, commencing this term with seventy-seven white and thirty-six colored schools, the reports from these schools show that the attendance will be greater than it was in 1895 and 1896, proving clearly that the patrons have an abiding interest in our schools.

SCHOOL BUILDINGS.

The great drawback to any decided improvement in school work from the first, was the entire absence of proper buildings and furniture. Seeing this, I urged in every section the

ecessity of supplying the imperative demand in this line. n 1886 the work was begun, and has been continued to the present. The county now owns sixty-seven good school buildings, furnished with the very best improved patent desks, black-boards, maps, charts and globes. Since 1894 four white and three colored school buildings have been erected and furnished. Of the entire number of buildings only seven are for colored schools, as the negroes seem loth in most cases to deed to the Board a site upon which to build; but, be it said to their credit, they all have very comfortable frame buildings, which are in many instances well furnished with good desks and black-boards.

UNIFORM EXAMINATIONS.

Uniform examinations did not at first meet the general approval of the public. As the law was not well understood, and in its original form was too iron-clad in its terms, it gave much dissatisfaction. Since the amendment by the last Legislature the law is approved by all interested. It has relieved the County Superintendents and School Boards of great responsibilities and placed the same upon grading committees, who are made responsible for the teaching force in each county. If care is taken in conducting the examinations and every interest properly guarded, as it has been my aim to do, there seems no reason for changing this law. The standing and character of the committees appointed by the Board to grade the papers are above reproach, and I feel confident in stating that these examinations have been honestly and fairly conducted. Yet this has not improved our teaching force, as the county has lost none of its old teachers on account of the new system, and has to-day a large surplus of unemployed people who have passed the examinations successfully.

COURSE OF STUDY.

Soon after the adoption of text-books a course of study for the county schools was adopted, but it was not made mandatory until a full set of rules and regulations, with revised course of study, was adopted by the Board of Public Instruction October 1, 1889, renewed in 1891, and again 1894. This greatly aids the teachers in classifying the schools and systematizing the work of the school term. This was received with general approval, did much to prove our school work and make it uniform throughout county.

COUNTY INSTITUTES.

Realizing at an early date the necessity for better teachers and better schools, I constantly advocated the holding of Teachers' Institutes, and as early as 1887 organized one at Ocala, to continue one week. While comparatively little was accomplished in so brief a time, the results were felt throughout the county, and a demand came from not only the teachers, but also from the patrons and citizens for their continuance. They were continued thereafter at stated times for one or two weeks each year until a system of institutes was organized and held at Anthony for two or three years, with a session of two months. This was attended by nearly all the teachers of the county and excited a widespread interest. Lectures were delivered by some of the best educators of the State. This system of institutes continued until the organization of Summer Schools by State Superintendent W. N. Sheats, which met my hearty approval and co-operation. My efforts in behalf of this educational movement need no comment from me in this report.

TEACHERS' ASSOCIATIONS.

While fully appreciating the value of Teachers' Associtions as a mental stimulant and an incentive to better work in the school-room, the duties of my office have been so numerous and exacting as to leave little time for attention to them. I will state, however, that considerable interest has been manifested by our teachers during past years in a County Teachers' Association, which was continued for several years and was usually well sustained by those who could attend. Our county is so large, schools in some sections are so scattered and remote from the place of assembling, that it has been utterly impossible for many teachers to attend such meetings. At present the Association is discontinued.

AMENDMENTS TO SCHOOL LAWS.

1. I would let the school law stand as it is, especially the part that relates to the examination of teachers.

2. I would make the selection and appointment of teachers for any and all schools in all counties the duty of Boards of Public Instruction.

3. I would advocate the abolition of the present census law as a useless expense to the State. If the census is of

such importance that it must be taken, place that responsibility upon the County Superintendent, and let it be taken in January, while schools are in session, instead of June, thereby getting a far more reliable census than in the past.

CONCLUSION.

In making this, my last report to your office, let me state that a school system has been thoroughly established in this county, and it now only needs complete development by those to whose care it has been committed. Notwithstanding the great disasters which we have sustained, our finances have been so managed as to meet all obligations without increasing the rate of taxation to the utmost limit. The aim of my work has been to leave the cause of popular education in Marion county safe and firmly established, not only with the officials, but in the hearts and homes of our people.

Respectfully,

M. L. PAYNE,
County Superintendent Public Instruction.

MONROE COUNTY.

KEY WEST, FLA.

Hon W. N. Sheats, State Superintendent of Public Instruction, Tallahsssee, Fla.:

DEAR SIR—The general condition of the schools of Monroe county is very good, and there seems to be a spirit of improvement each year. The interest in our schools and the school work, on the part of the patrons and public, is much more earnest at present than has heretofore been manifested.

ATTENDANCE DEMANDS MORE ROOM.

The attendance at each of our city schools is large and the necessity of more school room is very evident. In one of our schools is an enrollment of 765 pupils with an average attendance daily of between 500 and 600.

The Board will certainly have to provide an additional school building in the near future for the accommodation of the great number of pupils of this school.

The other school for white children in our city is also well attended, but not so crowded as the above mentioned.

NEGRO SCHOOLS.

The schools for colored children of the city are well attended and have large enrollments. Additional school room was provided for one of the colored schools during the past year, and it is to be hoped that the Board will be able to erect a new school building for the other colored school, which is very much needed, in the near future.

SCHOOL FURNITURE.

All of our schools are supplied with good furniture and with every facility for good work. I believe in having our schools well supplied with black-boards and crayons, and have put in a great deal since I have been in this office. Every school room is well supplied with black-boards and the good work accomplished as a result is fully appreciated.

CHARACTER OF TEACHERS AND EXAMINATION LAW.

Our teachers are very much interested and are earnest in their work, and have much improved as teachers during the past four years. Although the Uniform Examination Law was not at first regarded with much favor, yet I am sure that after only a few years of its application the teachers now appreciate its value as a means of development of the teaching force within them. I can certainly value the importance of continuing the law for uniform examinations of teachers of our public schools and would not, for a moment, entertain a thought of going back to the old "go as you please" method of examinations and appointments of teachers, wherein friendship and relationship had much weight and influence.

VALUE OF TEACHERS' MEETINGS.

Our regular weekly teachers' meetings, at which the practical work of a school room is discussed, and the best methods of instruction are demonstrated, is undoubtedly of great value as a means of improvement of our school system and the development of our teachers as instructors. Our course of study in the schools is very nearly uniform, and will be made more so as soon as possible.

SUGGESTION.

I have no suggestions of needed legislation to make just at present, unless it be to enlarge the powers of the County Superintendent and make him not only Secretary of the Board, but a member thereof.

I would simply say that I am fully in accord with anything that looks to the betterment of our public school system.

Yours respectfully,

C. F. KEMP,
County Supt.

NASSAU COUNTY.

FERNANDINA, FLORIDA.

Hon. W. N. Sheats, Tallahassee, Fla.:

DEAR SIR--Replying to your request in reference to the operation of the school system in Nassau county for years 1895-1896, I would say that we have been under some disadvantage during the past year owing to the storm, the disastrous effects of which prevented the carrying into effect some contemplated improvements.

BUILDINGS.

I am pleased to report that during that time we have been compelled to build fourteen school-houses, twelve for whites and two for colored. They are good warm buildings, ceiled throughout, well ventilated and furnished; aggregate value, about $4,000. The attendance has increased very materially and I am pleased to say the parents are taking more active interest in school matters.

UNIFORM EXAMINATIONS.

The uniform examination as required was at first considered unfair and entailing great hardships. This was owing to the unprepared condition of applicants, the result was, that when first put in operation, there were eighty Third class certificates issued. It is now, however, recognized as an absolute necessity and the good results are shown by the fact that at subsequent examinations the applicants had prepared themselves and obtained higher grade certificates, so that there are now but five Third grade certificates used in the county, one white and four colored.

TEACHERS' INSTITUTES—LIBRARY NEEDED.

Teachers' meetings were held at Fernandina, but were purely of a local nature. Mr. Bennett, the Principal of school No. 1, reports them very beneficial and recommends that they

be general, as he very aptly says, they will do more toward improvement in "Theory and Practice" of teaching than any other method employed.

I regret very much that this county does not possess a county School Library. I consider this one of the most essential items towards a correct theory of teaching.

SUMMER SCHOOLS AND UNIFORM TEXT-BOOKS.

Summer schools have proven themselves decidedly beneficial in this county, especially in the absence of an Institute. Referring to uniform Text Books, in the rural districts, those adopted by the Board are in general use. The Board recognizes however that the more advanced books should be used, some of which have been adopted by the graded schools with marked beneficial results. It is to be hoped that in the near future this county at least will own all books used in public schools. Should this state of affairs occur, I predict an increase of at least twenty-five per cent. of present attendance. There are in my estimation that many who are unable to purchase necessary books to take advantage of opportunities offered.

LITERARY SOCIETIES.

Referring to Literary Societies, I do not wish to be placed on record as opposing the same, but my observation of an attempt at the operation of one in this county convinces me that it consumes too much of students' time that should be devoted to daily studies.

KINDERGARTEN CLASS.

A Kindergarten class was introduced at Fernandina white school. This at first did not find much favor, but the effect was soon noticed. This was abandoned last term owing to lack of funds to properly equip the class. Some of the patrons now demand this to be added, and my successor informs me that th s will be encouraged in every way. I would recommend this be adopted wherever possible.

WARRANTS DISCOUNTED—CHANGE IN TAX SYSTEM SUGGESTED.

One of the needed reforms, which no doubt has suggested itself to you as well as to all County Superintendents, is the earlier collection of taxes. School year commences July 1st, the taxes for that year are not collected until the following June. This leaves counties practically without funds until schools are closed, in the meantime school warrants for teach-

ing, etc., have been issued and holders are either obliged to suffer heavy discount or the county is compelled to borrow at heavy interest. Remedy for this would be that the Legislature direct that the time for giving in returns of taxes be limited to March 30th. This would permit assessors to complete rolls earlier and taxes could be collected within the same year for which assessed. It is hoped that this or some other remedy will be applied.

Respectfully submitted,
H. L. MATTAIR,
Supt. Public Instruction, Nassau County, Fla.

ORANGE COUNTY.

Hon. W. N. Sheats, Tallahassee, Fla.:

PROGRESS OF EDUCATION.

DEAR SIR—Replying to your request for a statement referring to our public schools, I am happy to say, that through the strong assistance of our Board of Public Instruction, the teachers and people, we have made fine progress in education in Orange County.

EFFECT OF UNIFORM EXAMINATIONS.

Since the advent of your new law greater time has perhaps been given to study, preparation for expected calls upon memory. Concentration of thought upon all topics coming under the law for examinations, a condensation, if you please, of subjects in use daily in our common schools.

While a few have been worried, the masses, as may be seen by the greater number passing in the upper grades—have found the work comparatively easy, where the questions come within the limit of use in the common school system, there has been little objection, all interest in a general sense is growing and the schools prospering.

COMPARATIVE STATE OF FLORIDA SCHOOLS.

As this month closes my connection as an officer for the past eighteen years, with Florida's great system of education, I take pleasure in stating that perhaps no state has made greater progress. While we have had the will-power, energy, the brain, we have greatly lacked in finances to cope with northern states in buildings and aids to teachers and pupils.

I do not mention this complainingly, but we might have more than equaled the North had we a reserve fund as most of them have. But, Mr. Superintendent, we are on the upward grade and other states will have to infuse more progress into their systems or we, the Peninsular State, the extreme south, will occupy the topmost round in the educational ladder.

EXTENDS THANKS.

Allow me to thank one and all for their courtesy in the past, wishing all continued progress, and that Florida may soon be a great leader. I am, sincerely yours,

J. T. BEEKS,
County Superintendent.

OSCEOLA COUNTY,

KISSIMMEE, FLA.

Hon. Wm. N. Sheats, State Superintendent Public Instruction:

DEAR SIR—Notwithstanding the fact of a non-increasing population in this county for the past two years, I have to report a large enrollment and a large average attendance in the schools of the county for the year 1896, and also for 1894–95. I do not attribute this improvement solely to any one cause—several have aided in its creation.

SUCCESS OF SYSTEM, ON WHAT DEPENDENT.

The success of our public school system depends mainly (nay almost entirely) upon the teachers and patrons, or parents and guardians. Given true teachers and educationally alive and earnestly co-operative patrons and our system or any system cannot but be a grand success. Recognizing this fact, I have striven to come into close and frequent contact with both teachers and patrons, endeavoring to awaken a due concern for their children's highest well being in the minds of the patrons. By repeated visitation of the schools and talks with the children and teachers I have sought to enthuse both with an ambition to achieve best results.

HIGH SCHOOL SUPPLIES TEACHERS.

Another cause for the advance experienced is the improvement noticeable in our staff of teachers. The relation of

our present staff of teachers employed in the district, or out of town schools, to the pioneer teachers of this frontier county of only ten years ago, is one not of comparison, but of contrast. Many of our present teachers have been educated and trained in our County High School, this fact together with the stricter and juster examination received by our teachers at the Summer Normal Schools held in Kissimmee in 1895, explain the improved status of our teaching force.

BENEFITS OF FREE TEXT-BOOKS.

The chief cause, however, of the gains mentioned, and also of the better work, that I am convinced is being done this year, is the fact that at the commencement of the present term were introducing the system of free text-books for the primary and grammar schools of the county. This I know positively has brought into the school and kept therein many children whose parents were either too poor or too indifferent to purchase the necessary text-books, and too proud to accept them as a gift, feeling that this would be to pauperize themselves and children. This feeling I can easily understand and sympathize with. I am persuaded also that a gain of at least 25 per cent. will be made this term, over previous ones in many of our schools, in the quality and quantity of the work done. I dare venture the statement that in 50 per cent. of the schools of this State, outside of the towns, the work being done is discounted 25 per cent. at least for the want of a sufficiency of proper text-books. It is, I am sure, a "penny wise and pound foolish policy" to attempt to economize in our public school system by not supplying the text-books with the teachers. In all country districts where the patrons themselves lack education, it is almost as necessary to provide the one as the other.

NEW SCHOOLS.

Five new schools have been established, and several others resuscitated since 1894.

The County High School, located at Kissimmee, continues its useful career and has improved upon its past successful work. It is still, as it has ever been, the pride of the town and county.

TO WHOM SUCCESS ATTRIBUTABLE.

Whatever small measure of success indicated above may be in any sense attributable to my efforts during my offi-

cial term, now about to expire, it is only just and proper to say, is largely due to the liberal and enlightened policy of the Board of Public Instruction, and especially of its chairman.

Respectfully submitted,
F. FARNSWORTH,
Supt. Osceola county.

PASCO COUNTY.

Hon. W. N. Sheats, State Superintendent Public Instruction, Tallahassee, Fla.:

DEAR SIR—In compliance with your request for a short report of the condition of the school system in this county during my administration, I have the honor to submit herewith the following brief statement.

CONDITION OF COUNTY SCHOOLS IN 1889.

When I took charge in January 1889, the reports on file for the year previous show an enrollment of 1028 pupils, thirty-eight teachers. Property valued at $4,000. The county had been in existence but a year and a half and my predecessor, Capt. A. H. Ravieses, had organized the schools in the woods without money or houses. Before he retired they were under good headway and the plans for a graded school at Dade City had matured and the building was under coustruction. I found a debt of about $5,000 to be met which had grown out of the new order of things.

INCREASE IN ENROLLMENT AND NUMBER OF SCHOOLS—GRADED SCHOOL.

It is with pleasure that I can state that, through the co-operation of the people, the school system of the county continued to develop along satisfactory lines. We now have an actual enrollment of 1123 pupils, 48 teachers and 42 schools including the graded school which is in a flourishing condition and has, happily been a success from the day it opened, and has been an educational center from which well equipped teachers have gone out into the common schools and developed them to a higher degree of proficiency. During the earlier days of my term a home grown teacher was a rarity and the "imported" teacher the natural order of affairs, today

the condition of things is reversed and three-fourths of our teachers are our own boys and girls who are the fruit of our public schools in the last six years.

SCHOOL TERM—SUB-DISTRICT—SCHOOL PROPERTY.

The length of our school term is five months which is supplemented from one to three months in about twenty-five school districts, by the special tax levied by the districts.

The value of our school property is $14,000 in round numbers. Our warrants, which bear interest from the date of presentment, are taken at par at the bank.

UNIFORM EXAMINATION OF TEACHERS.

The greatest drawback I found to the success of the school system during my first term was the awful lack of educational qualification on the part of many teachers. After the enactment of the new educational law, the provisions of which have been carried out to the letter in this county, the teachers took on a new growth and their efficiency has been nearly doubled, many of these teachers who most bitterly denounced the law at first are now its warmest supporters.

AMENDMENTS SUGGESTED.

1. I would suggest that the law should be so extended in its operations that all school officers will be brought under its provisions, for since these officers are to supervise education and means and instruments they should be sufficiently well versed in the acquirements and requirements upon which they are to pass as will enable them to judge intelligently. Since "as is the school master so is the school," is an accepted conclusion, the same conclusion may be accepted with regard to school officers.

2. Another suggestion I beg to make is, that the school law be so amended as to abolish the present special tax system on account of its cumbersomeness and other reasons, and in its stead a law be enacted, by constitutional amendment if necessary, authorizing the Board of Public Instruction on a petition of two-thirds of the school districts in a county, to assess a special tax of not more than three mills to be proportioned and applied in the school districts by the board, for the purposes specified in petitions, whether for extending the school terms or building and furnishing.

In conclusion I extend you my hand in encouragement for

your zeal in the school work, and assure you that your efforts have borne good fruits and will yet produce greater results.

I have the honor to be your obedient servant.

ROBT. M. RAY,
County Superintendent Schools, Pasco County.

POLK COUNTY.

BARTOW, FLORIDA.

Hon. Wm. N. Sheats, Tallahassee. Fla.:

DEAR SIR—The schools of Polk county, while not all we would desire, are in a more prosperous condition than ever before in the history of the county.

There is greater interest manifested by the patrons as is shown by increased and more regular attendance of pupils.

NEW BUILDINGS AND FURNITURE.

During the last two years the School Board with the assistance of the patrons, have erected twenty-two new school buildings, all of which are comfortably furnished. Patent desks have been placed in ten schools, patrons in all cases assisting the Board in buying the desks and other supplies.

We think that when the patrons help build and equip their school-house they appreciate it more highly and take better care of it.

WORK OF UNIFORM EXAMINATIONS.

The uniform examination law has done a great deal toward elevating the teaching profession. It has put teachers to work as they never worked before. It has driven out to a great extent incompetent teachers who sap the life out of the profession. All live teachers of this county heartily approve of the uniform examination law. I would like to see a limit to the life of a Third Grade certificate.

UNIFORM COURSE OF STUDY.

We have placed in the hands of the teachers a Uniform Course of Study with manual of instruction to the teachers. This has done a great deal toward unifying the work in the schools and bringing about an educational system in the county. The teachers are required to familiarize themselves with its contents and adhere strictly to the Course of Study.

COUNTY TEACHERS' ASSOCIATION.

We organized in 1893 "The Polk County Teachers' Association," and have held meetings about once each month during school term ever since, greatly to the benefit of the teachers and the schools.

TEACHERS' READING CIRCLE.

We have organized in connection with the Teachers' Association a Teachers' Reading Circle. The books adopted for the year 1897 are, Quick's "Educational Reformers," Parker's "Talks on Teaching," Rousseau's "Emile."

The teachers are taking hold of the reading course enthusiastically and we expect good results from it.

PUPILS READING CIRCLE.

We have also a Pupils' Reading Circle, but as yet but few are enrolled and little has been accomplished owing principally to the lack of books and the inability of the patrons to buy them.

A LIBRARY IN EACH SCHOOL.

We hope to establish a library in each school during this year and have it filled with choice books for each grade, and in this way perfect the Pupils Reading Circle. We need more supplementary reading. School Boards should encourage the establishment of school libraries by offering to help such schools as desire them.

SUB-DISTRICT SCHOOLS.

We have six School Sub-districts already established in which are levied a special tax of three mills for extending the term, repairing buildings, etc.

TEACHERS PAID CASH.

We pay our teachers in cash each month. If we have no the money on hand we borrow it.

Upon the whole our schools are on the up grade.

NEED OF NORMAL SCHOOL.

We feel the need of a good Normal School in the southern part of the State.

Respectfully,

J. L. HOLLINGSWORTH,
County Superintendent.

PUTNAM COUNTY.

PALATKA, FLORIDA.

Hon. W. N. Sheats, State Superintendent Public Instruction, Tallahassee, Fla.:

DEAR SIR—I herewith submit a summary report of some of the leading educational movements in Putnam county for the past scholastic years from July 1, 1894, to July 1, 1896.

NEED OF NEW BUILDINGS.

One among some others of the desired objects of our county after July, 1894, was to build new school houses, repair old ones, and equip them all with better paraphernalia. We have been unable to do this by reason of having our chief source of wealth-production cut off. In this, however, we have not been totally discouraged, for in my addresses to teachers and pupils when visiting schools and in my official intercourse with the patrons of this county, I have advised them to make obstacles stepping stones to success, and thus, being denied those greater privileges, we must labor harder for results. In many cases this has been done. We yet hope to be in such a financial condition as to be able to realize this longing desire of our anticipation.

IMPROVEMENT STEADY AND EVIDENT.

The advancement of our educational work has been slow and upward. We know improvement is being made all along the line. We know the methods adopted under our present system are reaching the child's mind, and giving it wider range and activity. We see this demonstrated at almost every school we visit. A child that has entered school during the four years of my supervision and been trained under the new regime, responds freer and more intelligently—so far as his studies have taken him—to any question put to him, and with that satisfied air of knowing he is right, than many older ones who have been stumbling in a hap-hazard way over these things for many years. I have frequently called the teacher's attention to these things, and we have been unable to attribute it to any other cause than to the higher and more modern methods of instruction. Observing the strict letter of the new laws, we have not always been able to provide all of our schools with teachers,

but we have managed to give the most important ones full terms, and the lesser ones shorter terms when the others were out.

SCHOOL ENROLLMENT.

Our general school enrollment has not increased during the past two years, over prior reports, owing to the removal of many persons to other places—seeking more lucrative fields of employment. Especially has this been true of many rural districts—in some of which it has been hard to support a school at all—where a goodly number of pupils and a fair average was once in attendance. The town and village schools, in many instances, have swelled in numbers, for there has been a tendency to remove from the remote country districts to the towns and villages.

COURSE OF STUDY.

The first year of our official work we labored very hard to provide and issue a course of study. Some of it through experience we have seen fit to modify, extend and enlarge. In that course we set the mark high, and the percentage to be made on examination to advance to the higher grades, well up. We believe in a high standard in everything if we expect success and advancement. We have never attempted to define a teacher's duties other than to give a general outline. I rather like versatility in teaching, and while uniformity to a certain extent is good, if all the work in the school-room was done upon the same principle some pupils, by reason of their natural characteristics, would get no benefit. We first of all try to get such teachers as have a stock of knowledge to draw upon, and we expect every teacher to have a certain amount of tact to meet emergencies. If they do not, the school lags, complaints arise, and the teacher thus retires himself to other shades to seek more congenial callings.

GRADED SCHOOLS.

We have several graded schools in this county, and this was one of the objects among others we chiefly desired to see. There is much room for improvement on this line yet. Palatka has her schools well graded—both white and colored. We have a High-School Course in the Palatka white school, open to every pupil in the county who can meet the test of examination to enter. A prepared course of four years is given in the higher branches, whereby a pupil is thoroughly qualified to enter college, or go out and obtain a high-grade

certificate. Much credit is due Professor I. I. Himes for the laborious efforts he has made in this school to bring it to its present high standard.

TEACHERS PAID MONTHLY.

We have one thing we can boast of in historic old Putnam, among others, and that is, during the two years of financial depression through which we have passed, the teacher's money was ready at the close of every month taught, and no warrant issued by our School Board had ever to be discounted or was not worth its face value when presented for payment. Our School Board is exceedingly zealous in the cause of education, and very successful manipulators of finances.

SUGGESTED LEGISLATION.

Now a few words on legislation: 1. We think the law providing for the election of members of the School Board a mistake. It throws the matter into politics, sometimes engenders feelings of discontent in some localities, and will often put a member on some School Boards regardless of color or nationality as a reward of some political engineering, it would be better for school interests not to have these.

WHO SHOULD MAKE THE SCHOOL LEVY.

2. The changing of the law so as to give Boards of County Commissioners authority in fixing millage is not right, and this county has once been made to feel its effects. If School Boards know their business, and it is presumed a majority of them do, they better understand a county's needs in the school line, than those who give it no attention or study. The law fixes the minimum millage at three and the maximum at five mills on the dollar, and within these limits every School Board should have unabridged privilege to ask, demand and expect on county assessments.

LIMIT TO THIRD-GRADE CERTIFICATES.

3. Giving a teacher permission to hold more than one third-grade certificate has been a check upon our school advancement, as many teachers—naturally so constituted and can't help it—will never aspire to anything higher when the same grade will meet the demands of the law.

PERFECT THE SUB-DISTRICT LAW.

4. We think so much of the red-tape formula now laid down in the present law, whereby towns or localities can in-

corporate themselves into school sub-districts, to increase their school facilities and privileges, ought to be removed; a shorter, plainer, less complicated law enacted, so as to be easily adopted by every school district of the State.

MANUAL TRAINING DEPARTMENT.

5. I look forward to the day not far distant, when a manual training department will be attached to every school of importance, for we are educating boys and girls and turning them out helpless upon the world to become culprits. They learn to look upon physical labor as degrading, and resort to every crime in the decalogue to escape it.

COMPULSORY EDUCATION.

6. And lastly, I come to the crowning point of school legislation—compulsory education. In Putnam county I find the greatest hinderance to the advancement of our educational work to be the parents. A thousand and one petty matters with parents are sufficient cause to keep their children from school. To keep a pupil from school on trivial things, trains him to think there are more important demands on him than obtaining an education. It blunts his perception, destroys his interest or enthusiasm at such time, too, as the teacher by earnest labor has aroused him to his duty, and oftimes, sad to say, the teacher's energies being thus destroyed, he looks upon the task as a hopeless one, and never renews it on the same subject again. The State may not be ripe for compulsory education, but it is as sure to come as that we move forward in this great educational work.

Respectfully yours,

THOS. W. RALPH,
County Superintendent.

ST. JOHNS COUNTY.

ST. AUGUSTINE, FLA.

Hon. W. N. Sheats, Tallahassee, Florida:

DEAR SIR—I beg leave to submit the following brief statement:

BUILDINGS AND APPARATUS—HIGH SCHOOL.

During the past two years my official acts have been along the same lines as formerly.

It has been one of the leading aims of the County School Board to erect suitable school buildings and to provide them, as far as possible, with such apparatus as would render teaching effective.

In your last bi-ennial report you recognized only one High School in the State. Our county now has a High School with a good course of study and qualified teachers.

EXAMINATION LAW.

The Uniform Examination Law has done a great deal toward building up our school system.

The names of members of Grading Committees should be kept secret as the law provides.

SCHOOL TAX.

The people of this county would gladly pay more school tax, but our Board of County Commissioners believe in small assessments. Do they ever think of the public schools? They certainly should give the schools attention since they are the power to regulate the amount of money expended for educational purposes. Our improvements are limited to the value of money levied.

I am out officially, yet with you in the cause.

R. F. SABATE,
County Supt.

SANTA ROSA COUNTY.

MILTON, FLA.

Hon. W. N. Sheats, State Superintendent of Public Instruction:

DEAR SIR—It affords me pleasure to report a general improvement in school affairs of Santa Rosa county since the issuance of your last bi-ennial report.

LOTS AND NEW BUILDINGS.

Many lots or sites for educational purposes have been generously donated, and some new and comfortable buildings erected. This was accomplished by appeals (circular letters) to Supervisors and by the Superintendent meeting and talking to patrons.

In a few more years I hope to have a well equipped school house in every district in the county.

CAUSES OF IMPROVEMENT IN TEACHING FORCE.

I am happy to report, too, a very marked improvement in teaching force—teachers who are ambitious are acquiring professional libraries and keeping in close touch with educational progress. This is due to many causes: the "New School Law," the greatest and richest inheritance the children of Florida ever received *and the enforcement of this law;* the regulation of the County School Board paying Third Grade Certificate holders, who are strictly third grade teachers, not more than twenty ($20) dollars per month; the prompt payment, in cash, of teachers each month; the rejection from the examination room of immoral would-be-teachers; and by not assigning to schools teachers (?) who bave proved to be undesirable or incapacitated for school work.

TEACHERS BOARDED FREE.

With few exceptions all districts cheerfully provide homes free of cost for teachers, and just here I will add that the greater part of the expenses of new buildings was borne by interested fathers and mothers. In one instance the mothers, you might say, were the architects, God bless the women—our true Southern women—for of them are my best teachers, and I am seriously thinking of getting several appointed as Supervisors.

SCHOOL ATTENDANCE AND HOW TO IMPROVE IT.

While the enrollment and average attendance is not as good as I desire, yet it compares favorably with that of other counties, and is growing.

To accomplish this result, and secure good attendance, we must in many cases educate the parents, and in all cases have attractive teachers as well as attractive school houses and premises.

A tender child should no more be permitted to receive instruction from a blear-eyed, loathsome, or deformed teacher, than to sit day after day with its little limbs hanging from a high bench in an old bat-roost school house.

OLD DEBT PAID.

During the past two scholastic years we have paid the last cent of an old debt incurred more than four years ago.

SCHOOL TERM LENGTHENED.

In 1895–6 the school term was extended from four (4) months to five (5) months, and a five months term will be taught this year, 1896–97.

SCANT SCHOOL FUND—PLENTY OF MONEY FOR LESS WORTHY PURPOSES.

Our greatest need is school funds— we can not operate schools unless we have money.

Some of our law makers show by their actions that they believe four months tuition a year will make statesmen and mothers of statesmen.

The State Militia get all they can spend for arms, equipments and encampments. Nearly every county boasts of a jail costing from $10,000 to $30,000, and yet many towns that are county sites, cannot vote a Sub-District and levy $1,000 for a High School building.

Are the military displays and the criminals of more importance to us than our children and the future prosperity of our country?

SCHOOL FUND ROBBED.

The fine and forfeiture fund has been taken from us, and now a demand is made upon us by County Commissioners to pay the Assessor and Collector of Revenue their commissions (on county school tax) from our meager school fund. We will not pay this unlawful claim unless forced to do so by the Supreme Court.

God grant a reformation along this line. May the people of Florida awake and realize that they owe their children a debt, and pay it.

THREE MILL STATE TAX.

Give us a *three mill State tax* for educational purposes, a compulsory school law, and the apportionment of the school funds between the races according to equity and justice.

Very truly yours,
E. L. McDaniel,
Supt. Public Instruction.

SUWANNEE COUNTY.

LIVE OAK, FLORIDA.

Hon. W. N. Sheats, State Supt. of Public Instruction, Tallahassee, Fla.:

DEAR SIR—The schools of Suwannee county are in a decidedly better condition now than at any previous period. We have employed more high grade teachers and paid them better salaries for the years 1895 and 1896 than at any other time.

EVIDENCES OF IMPROVEMENT.

We have established nine new schools in the past two years, and the enrollment and daily average attendance have increased, at least, 10 per cent. The patrons have taken more interest and have co-operated with the Superintendent and Board more than ever before.

UNIFORM EXAMINATION LAW.

The Uniform Examination Law meets with the hearty approval of almost every one. It has certainly given us better teachers. The teacher appreciates a certificate more after having received it under the present law, because a very rigid examination makes him hustle for it.

Efficient teachers are in great demand in our county, which has largely been supplied, but yet there is room at the top. The best teachers get the most work and the biggest pay.

HIGH SCHOOL—SUB-DISTRICT TAX.

We have two school Sub-Districts in the county which levy a three mill special tax. They are the Live Oak and Wellborn.

The tax of the Live Oak district is paid to the Suwannee High School, and amounts to $1,000 yearly. This school is open eight months in the year and is free to any child of school age in the county. The school has been in the hands of a most efficient corps of teachers for the past two terms, and it is no idle boast to say this school is one of the very best of its kind, and is a great factor in building up an educational interest on the part of the people of our county.

WHAT PROUD OF.

Upon the whole, in conclusion, we beg to say that we are proud of our schools, our school law as it relates to examinations,

and our State school administrative officer. We feel that our State and county are fortunate in having good schools and in sufficient numbers to enable every child to attend school four months each year.

Respectfully,

B. F. UMSTEAD.
County Superintendent.

WAKULLA COUNTY.

Hon. W. N. Sheats, State Superintendent, Tallahassee, Fla.:

MY DEAR SIR—I beg leave to submit the following report:

IMPROVEMENT THE ORDER.

I am glad to report a remarkable improvement in the condition of public schools of Wakulla county this year. Our teachers are settling down to teaching as a profession. Our county is out of debt. We have placed our finances on a sound basis, and pay as we go. Our school houses, furnishings and equipments are not what they ought to be, and we have turned our attention to bettering them by furnishing lots and building good and comfortable houses on them.

DISSENSION AMONG PATRONS.

I note as a bad feature dissension among patrons as to teachers and location of school buildings, that I think could be mitigated by firmness on the part of School Boards.

We have a very good teaching force at present. Attendance about as good as usual.

I am advocating the necessity of good school buildings, equipped with better furniture and apparatus than we have at present.

WHY HE WORKS FOR A HIGH SCHOOL.

I am also working for a High School to be established in our county, where advanced pupils may be trained for the purpose of teaching.

I would be pleased to have a full corps of teachers in our county. Teachers who would live in our midst, educated in the county, and who would take an interest in elevating the educational status of Wakulla county.

SATISFIED WITH SCHOOL LAW.

I see no necessity for further legislation, I think that the present school law, as it is, is the best I have ever seen, and I don't see how it could be bettered. We as a people are satisfied with the present school law. Though some are inclined to grumble because some pet have failed in examination, but it does not amount to much. I favor uniform examinations, because it is the best way to uniformly elevate the standard of teaching.

If County Superintendents had to get out questions for examinations as formerly, some would be done, some half done, some not done at all, hence would never get out of old ruts.

Most respectfully,

S. M. REVELL,
County Superintendent.

WALTON COUNTY.

ARGYLE, FLA., Jan. 1st, 1897.

Hon. W. N. Sheats, Superintendent Education:

DEAR SIR—It gratifies me to be able to report progress, on the whole, in educational matters in this county.

UNIFORM EXAMINATIONS.

The law providing for uniform teachers' examinations has greatly improved the character of the teaching in our public schools. The gain in this direction is immense. Living near the State line, I have opportunity, by comparison, to learn something of the excellence of our system. In more than one instance, within my knowledge, applicants failing to obtain the lowest grade of certificate in this county have straightway crossed the line and got certificates of high grade. Much credit, for the increased efficiency of our teachers, is due to our faithful, courageous and conscientious Grading Committees, upon whom rests in large measure the responsibilty for elevating the standard of education of our public schools.

SCHOOL BUILDINGS.

There has been some improvements in the matter of school buildings, particularly as to arrangements for lighting and heating. Candor impels the statement, however, that the

needs in this direction are still very great. Many of our buildings are such as to endanger the lives of the pupils by draughts, and their sight by deficiency of light. Our school funds are insufficient to bear the expense of school architecture, and many of our patrons seem not to appreciate its importance,

TEACHERS' ASSOCIATION.

I note, as both indicative and promotive of progress, the organization of a "Teachers' Association" with headquarters at DeFuniak Springs, that is watchful to discover defects in our system and thoughtful to suggest remedies.

The teaching in our schools is less than formerly a mere cramming of the mind with facts, and there is more elucidation of underlying principles.

LOW AVERAGE ATTENDANCE.

This report will be very misleading if I failed to note certain unfavorable features. Along with the improved character of the teaching already emphasized, it is lamentable that the average attendance in many schools is very low. In some cases sickness and the poverty of patrons necessitating the services of their children at home, may explain this meager attendance. But, it is to be feared, the want of deep interest on the part of parents in the education of their children, and a failure to exert parental authority to overcome the reluctance of children will account for most of it.

FAILURE OF SCHOOL BOARD TO EXERCISE ITS AUTHORITY.

The insistence of parents on the privilege of selecting teachers, and the extreme reluctance of the School Board to contravene their will, has resulted in some grievous "misfits." Inasmuch as the State assumes the burden of expense for the schools the law vests in the School Board, representing the State, the right to name the teachers. In making assignments it is well indeed for the Board to give consideration to the wishes of patrons. But there are other considerations besides acceptability, and a firm, but judicous, use of the legal power of the Board in the premises would, I think, improve the prospect.

The improved character of the teaching is the strong point, the average attendance, in many of the schools, at least, is a weak one. I have had it in mind, by means of the local

press, or by meetings of patrons, or *both*, to endeavor to improve the attendance.

Respectfully,
R. Q. BAKER,
County Superintendent Walton County.

WASHINGTON COUNTY.

Hon. W. N. Sheats, Tallahassee, Fla.:

DEAR SIR—In reply to your request to furnish you with a report as to the condition of the schools of Washington county, I have the honor to state that they are in better condition this year than ever; and I am glad to report that every year more interest in the school work is manifested by patrons, children and teachers and that a constant demand for longer terms and for better school facilities is made.

SUB-DISTRICTS CONTEMPLATED.

Several of our school districts are endeavoring to create special school districts for the purpose of building and extending school terms.

TEACHERS READING.

The number of teachers reading school journals and other matter pertaining to educational work has more than doubled in the past year.

I am glad to report, also, that patrons are beginning to look well into the reading matter which goes into their homes. This is an important item and has our attention while circulating among our people.

CHANGES SUGGESTED IN THE LAWS.

1. As to suggestions, I think that the law regulating the assessment and collection of taxes should be so revised as to give relief to teachers, who as a rule pay heavy discounts, and, besides, work for small salaries.

2. I would also suggest that the section of school law creating sub-districts for high school purposes be made applicable to the whole county where any county may see fit to establish one or more high schools for the benefit of the entire county. This plan, we think, would enable the poorer counties to have at least one or two High Schools, whereas the sub-district law,

as it now exists will not furnish the required funds necessary for effectual work, though the full three mills be assessed.

EFFECT OF ENFORCEMENT OF SCHOOL LAW.

I am glad also to state that a rigid enforcement of the school law has brought about much reform in the work of every one connected with the educational affairs of our county in the past two years although one of the backward counties. We will have taught this year about seventy-two schools with an enrollment of 2,500 pupils.

INCREASE IN NEW BUILDINGS.

We have added considerably to the number of school buildings owned by the School Board, at least twenty new buildings in the past two years.

Yours most respectfully,

W. C. LOCKEY,

Supt. Pub. Inst. Washington County.

PART VI

STATISTICAL TABLES FOR THE SCHOOL YEAR ENDING JUNE 30, 1895.

Some really important facts are not presented in the following Tables, because the reports of a few County Superintendents were defective, some seeming not to realize the necessity of answering every question asked in the blanks sent them.

Any fact reported from only a part of the counties can be of little general interest, since the prime object of this report is to present truthfully the status of the whole State on the items on which information is sought to be given.

Some of the items omitted on this account are as follows: Average age of pupils; Average age of teachers, both as to natural and professional life; Number of Visits made by County Superintendents; The number pupils attending school out of home county; the number of non-residents of the State; The number attending school under 6 and over 21 years of age, and many other items that might be mentioned.

Average number of days schooling given to each child of school age; average amount of school fund raised for each youth of school age; average amount expended per capita of the population, per male adult; the percentages of funds raised from the different sources in each county, at least, from State, county and district taxes; the percentages of the fund expended for teachers, supervision, sites, buildings, furniture, and for other purposes; and many other facts might have been developed, but it was deemed unadvisable to bewilder the ordinary investigator with such an array of figures, the student of statistics can easily ascertain for himself such information from the data already presented.

The kind of houses and values of school property are properly left out of the Tables for this year, as it was deemed sufficient to report these facts once in two years; they will be found in the Tables of 1895–96, following the Tables of this year.

The facts presented in these Tables are not always absolutely correct, but as nearly so as could be made from the data furnished by County Superintendents, when one of these was an indifferent or careless statistician to the same extent is exactness in the Tables affected thereby. Table XIII will, doubtless, surprise even some of the reporters themselves when they see the *net cash in hand* or the *real indebtedness* of the School Board. The reported balances had to be varied at times to correspond with other statements in the County Superintendents' reports.

These tables, as imprfect as they are, have cost an endless amount of labor, and it is hoped that the facts presented will in some way stimulate a sufficient number to greater educational effort to compensate for the work expended upon them.

And it is further hoped, that the time will soon arrive in the great progress the State is making in educational lines when the various items in the County Superintendents' reports will, at least, be footed correctly, and the same facts stated in different parts of the reports will agree with each other. The prevalence of the latter defect in the reports has caused the compiler of these statitics a world of annoyance, and given rise to many unchristian thoughts and expressions.

With these hints as to the character and cost of these Tables, they are now presented with the hope that much good will result from scrutinizing them.

TABLE I.—SHOWING NUMBER OF SCHOOLS, SCHOOL POPULATION AND ENROLLMENT FOR SCHOOL YEAR ENDING JUNE 30, 1895.

1894–95 COUNTIES.	No. of Schools.			School Pop. Cen. '92.			School Enrollment by Race.		
	Total.	White.	Negro.	Total Youth, 6 to 21	Total White.	Total Negro.	Total.	White.	Negro.
Whole State	2,272	1,732	540	144,106	79,719	64,387	94,919	60,566	34,353
Alachua	113	70	43	9,664	3,874	5,790	5,665	2,695	2,970
Baker	33	29	4	1,225	963	262	1,009	827	182
Bradford	53	43	10	3,062	2,472	590	2,229	1,988	241
Brevard	43	36	7	1,021	874	147	1,048	820	228
Calhoun	24	20	4	992	702	290	541	448	93
Citrus	29	23	6	843	701	142	723	585	138
Clay	42	38	4	1,655	1,276	379	1,231	1,001	230
Columbia	67	45	22	4,166	2,149	2,017	3,159	1,834	1,325
Dade	11	10	1	203	182	21	296	236	60
DeSoto	50	48	2	2,442	2,361	81	1,827	1,771	56
Duval	68	42	26	9,497	3,562	5,935	5,214	2,609	2,605
Escambia	63	41	22	5,884	3,569	2,315	4,256	2,682	1,574
Franklin	6	4	2	954	593	361	698	445	253
Gadsden	59	38	21	5,187	1,613	3,574	2,813	1,224	1,589
Hamilton	52	43	9	2,944	1,866	1,078	1,630	1,315	315
Hernando	25	18	7	822	553	269	785	530	255
Hillsboro	84	71	13	4,584	3,788	796	3,873	3,069	804
Holmes	39	39	...	1,810	1,737	73	1,491	1,491	.....
Jackson	90	54	36	6,754	2,830	3,924	4,825	2,307	2,518
Jefferson	43	26	17	6,486	1,280	5,206	2,650	955	1,695
Lafayette	38	38	...	1,325	1,282	43	678	678	.....
Lake	60	49	11	2,458	1,936	522	2,033	1,573	460
Lee	12	12	...	458	438	20	315	315	.....
Leon	65	29	36	10,001	941	9,060	3,675	617	3,058
Levy	54	40	14	2,397	1,518	879	1,853	1,267	586
Liberty	13	11	2	570	312	258	438	301	137
Madison	79	52	27	5,622	2,292	3,330	3,482	1,661	1,821
Manatee	32	30	2	1,151	1,111	40	1,010	957	53
Marion	113	75	38	7,683	3,175	4,508	5,291	2,537	2,754
Monroe	10	8	2	5,875	4,122	1,753	1,882	1,166	716
Nassau	61	45	16	3,014	1,458	1,556	2,020	1,081	939
Orange	72	55	17	3,743	2,698	1,045	2,886	1,932	954
Osceola	24	21	3	1,008	878	130	829	709	120
Pasco	38	38	...	1,339	1,287	52	1,106	1,106	.....
Polk	82	75	7	3,073	2,759	314	2,825	2,509	316
Putnam	67	48	19	3,431	2,062	1,369	2,479	1,446	1,033
St. Johns	39	32	7	2,197	1,530	667	1,417	1,070	347
Santa Rosa	66	58	8	3,205	2,333	872	2,310	1,829	481
Sumter	40	30	10	1,895	1,344	551	1,420	1,066	354
Suwannee	82	55	27	4,131	2,102	2,029	3,290	1,901	1,389
Taylor	26	26	...	1,108	925	183	723	723	....
Volusia	58	44	14	2,438	1,692	746	2,094	1,355	739
Wakulla	26	18	8	800	485	315	892	565	327
Walton	60	54	6	2,468	2,148	320	1,885	1,666	219
Washington	61	51	10	2,521	1,946	575	2,123	1,704	419

TABLE II.—SHOWING ENROLLMENT BY SEX AND RACE.

1894-95. COUNTY.	Enrollment by Sex. Males. Both Races.	Males. White.	Males. Negro.	Females. Both Races.	Females. White.	Females. Negro.	Per cent. of school population (6 to 21) enrolled. Both Races.	White.	Negro.
Whole State...	47,456	31,204	16,252	47,463	29,362	18,101	66	76	53
Alachua... ..	2,747	1,377	1,370	2,918	1,318	1,600	59	70	51
Baker	508	437	71	501	390	111	82	84	69
Bradford	1,173	1,062	111	1,056	926	130	73	80	41
Brevard	507	394	113	541	426	115	*103	94	*155
Calhoun	280	235	45	261	213	48	55	64	32
Citrus.....	387	317	70	336	268	68	86	83	97
Clay	614	514	100	617	487	130	74	78	61
Columbia...	1,569	955	614	1,590	879	711	76	85	6[illegible]
Dade.....	142	113	29	154	123	31	*146	*130	*28[illegible]
DeSoto.....	972	940	32	855	831	24	75	75	6[illegible]
Duval.....	2,533	1,298	1,235	2,681	1,311	1,370	55	73	[illegible]
Escambia	2 059	1,316	743	2,197	1,366	831	72	75	[illegible]
Franklin	338	221	117	360	224	136	73	75	70
Gadsden	1,410	641	769	1,403	583	820	54	76	44
Hamilton.....	861	714	147	769	601	168	55	70	29
Hernando	409	282	127	376	248	128	95	95	95
Hillsborough ...	1,990	1,568	422	1,883	1,501	382	85	81	*101
Holmes	785	785	.....	706	706	.....	82	86	.....
Jackson	2,445	1,201	1,244	2,380	1,106	1,274	71	81	64
Jefferson	1,345	464	881	1,305	491	814	40	75	33
Lafayette	319	319	.....	359	359	.....	51	53	.....
Lake.....	1,037	807	230	996	766	230	83	81	88
Lee	151	151	.....	164	164	.....	69	72	.....
Leon	1,706	315	1,391	1,969	302	1,667	37	66	34
Levy	950	655	295	903	612	291	77	83	67
Liberty.....	231	155	76	207	146	61	77	96	53
Madison	1,687	880	807	1,795	781	1,014	62	72	55
Manatee	545	520	25	465	437	28	88	86	*133
Marion	2,585	1,333	1,252	2,706	1,204	1,502	69	80	61
Monroe.....	917	584	338	965	582	383	32	28	41
Nassau	1,004	556	448	1,016	525	491	67	74	60
Orange	1,367	921	446	1,519	1,011	508	77	72	91
Osceola.....	464	387	77	365	322	43	82	80	90
Pasco	566	566	.. .	540	540	....	83	86	.....
Polk....	1,468	1,326	142	1,357	1,183	174	92	91	*101
Putnam	1,260	749	511	1,219	697	522	72	70	75
St. Johns.....	703	542	161	714	528	186	65	70	52
Santa Rosa.....	1,212	987	225	1,098	842	256	72	78	55
Sumter.....	690	525	165	730	541	189	75	79	64
Suwannee	1,569	979	590	1,721	922	799	80	90	68
Taylor.	393	393	.....	330	330	.....	65	78	....
Volusia.....	1,077	713	364	1,017	642	375	86	80	99
Wakulla.....	465	312	153	427	253	174	*110	*117	*104
Walton.....	983	868	115	902	798	104	72	78	68
Washington ...	1,033	827	206	1,090	877	213	84	87	73

*Due to growth of population since census of 1892.

—SHOWING AVERAGE ATTENDANCE AND LENGTH OF TERM.

	Average Number Attending School each day.							Av length of Term in days.		
				Males.		Females.				
s.	Both Races.	White.	Negro.	White.	Negro.	White.	Negro.	Both Races.	White.	Negro.
ate	62,934	39,911	23,023	20,177	11.001	19.734	12,022	93	97	95
,..	3,884	1,814	2,070	904	932	910	1,138	109	107	110
...	729	587	142	302	54	285	88	72	70	80
...	1,495	1,330	165	695	74	635	91	66	69	46
...	707	560	147	255	72	305	75	107	108	103
...	318	269	49	134	26	135	23	66	66	66
....	485	393	92	202	45	191	47	98	99	95
...	830	681	149	337	65	344	84	100	100	100
...	2,055	1,260	795	639	352	621	443	88	91	84
....	180	142	38	68	20	74	18	129	127	140
...	1.320	1,282	38	670	22	612	16	85	85	100
...	3,349	1,766	1,583	869	746	897	837	99	107	90
...	2,930	1,760	1,170	890	570	870	600	63	101	91
...	451	297	154	141	80	156	74	120	120	120
...	1,728	769	959	383	447	386	512	82	88	78
...	899	700	199	367	99	333	100	64	70	42
...	542	374	168	202	89	172	79	85	89	75
...	2,622	2,096	526	1,086	255	1,010	271	113	124	86
...	980	980	.....	522	.....	458	.....	80	80	...
...	2,955	1,426	1,529	731	764	695	765	87	96	80
.....	1,856	644	1,212	294	581	350	631	84	94	78
...	369	369	.....	209	.....	160	.....	80	80	...
...	1,349	1,036	313	521	149	515	164	112	115	103
...	215	215	.....	97	.....	118	.....	98	98	....
.....	2,528	398	2,130	204	996	194	1,134	104	117	101
...	1,195	805	390	411	194	394	196	92	94	88
.....	247	164	83	79	41	85	42	91	86	99
....	2,551	1,004	1,547	523	772	481	775	53	77	37
...	757	725	32	381	16	344	16	94	94	94
...	3,698	1,743	1,955	877	975	866	980	112	118	107
...	1,144	740	404	365	192	375	212	145	136	162
...	1,165	563	602	283	310	280	292	100	100	100
...	2,126	1,464	662	701	318	763	344	114	114	114
...	563	489	74	251	46	238	28	85	86	75
....	732	732	.....	362	.....	370	.....	95	95	...
....	1,940	1,698	242	864	105	834	137	95	94	100
.....	1,647	981	666	495	322	486	344	110	109	12
s...	945	697	248	326	116	371	132	139	138	142
osa.	1,642	1,298	344	682	156	616	188	77	77	75
....	922	679	243	309	117	370	126	116	118	110
e...	2,040	1,186	854	609	392	577	462	78	78	77
....	436	436	.....	237	.....	199	.....	80	80	.....
.....	1,471	992	479	493	223	499	256	94	93	95
,...	510	336	174	186	83	150	91	76	75	77
.....	1,108	972	136	500	70	472	66	80	81	73
on..	1.319	1,059	260	521	115	538	145	78	79	71

E IV.—SHOWING NUMBER OF TEACHERS AND GRADES OF CERTIFICATES HELD BY THE TEACHERS EMPLOYED.

394-95. COUNTIES. *	Whole No. Teachers.					Grades of Certificates.											
		White.		Negro.		White.						Negro.					
						First Grade.		Seco'd Grade.		Third Grade.		First Grade.		Seco'd Grade.		Third Grade.	
	Both Races.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
Whole State	2,669	801	1,223	335	310	188	120	333	688	197	327	11	7	91	67	17	12
Alachua	154	38	63	25	28	7	5	17	37	3	17	..	..	11	8		14
Baker	27	16	7	3	1	.	...	13	5	3	2	..	.	1	....		1
Bradford	51	23	23	4	1	3	...	7	7	11	14	..	..	..	1		3
Brevard	45	8	30	4	3	2	7	2	17	3	5	..	..	3	2		.
Calhoun	14	3	7	4	.....	..	1	3	..	..	7	..	..	..	...		2
Citrus	29	9	17	3	...	3	4	5	11	1	2	..	...	..	....		3
Clay	49	14	29	4	2	2	1	6	11	3	5	...	..	..	..		2
Columbia	79	24	31	17	7	6	8	15	18	4	9	2	..	5	2		4
Dade	11	2	8	1	.....	1	2	...	6	...	..	..	..	1	..		..
DeSoto	58	34	22	1	1	8	...	20	16	3	7	..	..	..	..		1
Duval	139	12	69	20	38	3	3	7	40	2	17	..	..	6			14
Escambia	94	11	54	10	19	5	3	4	38	1	7	2	4	5	...		2
Franklin	14	5	5	2	2	1	1	2	1	1	3	..	..	..	..		2
Gadsden	62	20	21	18	3	3	1	14	14	6	3	..	..	1			9
Hamilton	55	21	25	7	2	5	...	7	8	5	9	1	..	...	..		3
Hernando	31	8	16	6	1	4	....	2	11	..	2	..	...	1			2
Hillsboro'	108	30	61	4	13	11	19	19	37	1	4	..	.	2			1
Holmes	42	31	11	.....	...	4	...	16	10	13	8	...	...	..			..
Jackson	85	33	27	22	3	6	...	13	14	10	12	...	..	7		1	14
Jefferson	52	7	26	10	9	2	6	3	12	1	8	..	..	1		1	9
Lafayette	24	16	8	.....	.....	2	...	7	2	7	6	..	..	...			..
Lake	75	24	39	4	8	9	6	14	21	3	8	...	..	1		3	3
Lee	14	6	8	.....	...	1	...	3	4	3	3	..	..	..			..
Leon	73	7	24	21	21	1	5	3	15	4	4	1	..	2		5	17
Levy	55	20	21	13	1	5	2	10	12	5	4	1	..	5		1	4
Liberty	14	4	8	2	....	1	1	1	5	6	1	..	..	...	..		2
Madison	83	28	26	20	9	4	2	8	8	6	10	1	..	..	..		5
Manatee	35	22	11	2	...	4	1	7	5	6	5	..	...	..	...		2
Marion	141	26	65	16	34	12	4	10	40	4	21	..	..	5	12	11	21
Monroe	32	3	19	3	7	1	...	..	17	1	3	1	..	2	2	..	5
Nassau	73	13	37	7	16	5	3	3	20	2	18	..	..	2	1	3	12
Orange	103	17	58	5	23	6	3	7	49	4	7	..	2	3	3	2	17
Osceola	29	7	19	3	....	5	...	1	9	..	..	..	..	...	..	2	..
Pasco	41	21	20	.....	.....	8	3	6	7	7	8	..	..	..	..	..	..
Polk	95	38	49	3	5	11	8	19	32	8	9	..	...	2	2	..	2
Putnam	80	13	43	14	10	3	4	6	20	2	15	..	..	4	2	10	8
St. Johns	56	4	41	4	7	3	7	2	32	1	4	1	..	1	3	..	4
Santa Rosa	70	28	33	4	5	8	1	2	13	10	5	..	1	..	..	2	4
Sumter	48	12	25	7	4	2	1	8	14	1	11	..	...	3	1	3	2
Suwannee	85	27	29	17	12	12	4	12	17	3	8	..	..	11	2	6	10
Taylor	27	20	7	.....	.....	1	...	4	..	2	3	..	..	.	...	..	..
Volusia	70	19	32	11	8	1	1	4	14	14	15	.	..	3	1	8	7
Wakulla	26	16	2	3	5	..	...	2	2	7	1	1	..	..	1	1	1
Walton	57	28	26	3	....	3	2	4	5	13	13	..	...	1	..	2	.
Washington	64	33	21	8	2	4	1	15	12	7	4	..	..	2	..	2	

7 State Certificates issued to white males; 16 Primary Life Certificates issued to white fema
*2,669 is apparent only; totals of right side of the table will disclose only 2,406 sepa
county certificate holders. Discrepancy due to some teaching more than one school.

TABLE V.—SHOWING AGGREGATE SALARIES PAID TEACHERS.

1894-95. COUNTIES.	Salaries Paid Teachers. Both Races.	White.	Males. Negro.	Males. White.	Males. Negro.
Wh'le State	$482,472 58	$387,656 99	$94,815 59	$163,723 52	$50,714 68
Alachua	28,807 49	19,579 99	9,227 50	8,880 32	5,105 25
Baker	3,328 00	2,748 00	580 00	1,925 00	480 00
Bradford	7,824 00	7,479 75	344 25	3,974 75	295 25
Brevard	9,515 75	8,197 00	1,318 75	1,583 75	815 00
Calhoun	1,892 05	1,642 05	250 00	553 80	250 00
Citrus	5,889 00	5,149 00	740 00	2,017 25	740 00
Clay	6,565 00	5,665 00	900 00	2,132 00	650 00
Columbia	12,629 00	9,699 00	2,930 00	4,564 75	2,092 50
Dade	3,275 00	3,030 00	245 00	530 00	245 00
DeSoto	9,799 50	9,524 50	275 00	6,049 50	150 00
Duval	35,482 88	24,606 13	10,876 75	5,441 25	3,995 00
Escambia	19,673 20	14,527 65	5,145 55	3,185 25	2,055 40
Franklin	3,235 00	2,540 00	695 00	1,490 00	420 00
Gadsden	8,571 00	6,774 00	1,797 00	3,844 00	1,533 00
Hamilton	4,866 62	4,440 62	426 00	1,852 12	296 00
Hernando	6,292 50	5,550 00	742 50	2,800 00	642 50
Hillsboro'	30,389 83	28,311 08	2,078 75	11,440 33	572 50
Holmes	4,805 00	4,805 00	.....	3,700 00	.....
Jackson	12,467 00	9,167 00	3,300 00	6,385 00	3,124 00
Jefferson	8,529 00	7,075 00	1,454 00	2,360 00	768 00
Lafayette	3,863 50	3,863 50	.....	3,088 50	.....
Lake	17,523 85	15,762 10	1,761 75	6,964 60	860 00
Lee	2,783 37	2,783 37	.....	1,528 37	.....
Leon	13,075 50	7,230 50	5,845 00	1,710 00	3,140 00
Levy	8,173 50	6,542 50	1,631 00	3,449 09	1,506 00
Liberty	1,807 00	1,537 00	270 00	868 00	270 00
Madison	8,554 62	7,135 10	1,419 52	4,182 48	923 88
Manatee	6,626 00	6,386 00	240 00	4,188 00	240 00
Marion	29,978 64	22,604 77	7,373 87	8,509 40	2,530 25
Monroe	11,267 50	7,809 50	3,458 00	1,600 00	1,648 00
Nassau	11,335 00	7,970 00	3,365 00	2,750 00	1,590 00
Orange	21,558 25	15,875 75	5,682 50	4,805 00	1,440 00
Osceola	4,989 50	4,583 25	406 25	1,685 50	406 25
Pasco	7,418 75	7,418 75	.....	3,986 00	.....
Polk	19,875 00	18,469 00	1,406 00	9,108 00	705 00
Putnam	16,749 25	11,871 25	4,878 00	3,390 00	2,921 00
St. Johns	11,055 00	9,171 75	1,883 25	1,740 00	871 50
Santa Rosa	7,259 75	6,184 00	1,075 75	3,305 00	393 75
Sumter	10,191 25	8,383 75	1,807 50	2,638 75	1,317 50
Suwannee	12,688 15	9,157 00	3,531 15	5,307 75	2,222 15
Taylor	2,273 50	2,273 50	.....	1,753 50	.....
Volusia	14,243 12	10,710 62	3,532 50	3,919 25	2,038 00
Wakulla	1,885 76	1,348 26	537 50	1,232 26	202 00
Walton	6,774 00	6,174 00	600 00	3,373 00	600 00
Washingt'n	6,686 00	5,901 00	785 00	3,932 00	660 00

TABLE V.—CONTINUED.

COUNTIES.	Aggregate Salaries P'd Females.		Highest Monthly Salaries Paid Teachers. White.		Highest Monthly Salaries Paid Teachers. Negro.	
	White.	Negro.	Male.	Female.	Male.	Female.
Whole State...	$ 223,933 47	$44,100 91	$187 50	$100 00	$111 00	$50 00
Alachua.....	$10,699 67	4,122 25	$150 00	$ 60 00	$ 60 00	$40 00
Baker.....	823 00	100 00	50 00	37 00	45 00	25 00
Bradford.....	3,505 00	49 00	100 00	75 00	35 00	35 00
Brevard.....	6,613 25	503 75	80 00	50 00	45 00	35 00
Calhoun.....	1,088 25	.....	25 00	25 00	15 00	.....
Citrus.....	3,131 75	.....	75 00	70 00	30 00	25 00
Clay.....	3,533 00	250 00	100 00	50 00	70 00	30 00
Columbia.....	5,134 25	837 50	100 00	50 00	35 00	35 00
Dade.....	2,500 00	.....	60 00	60 00	35 00	.....
DeSoto.....	3,475 00	125 00	75 00	55 00	30 00	25 00
Duval.....	19,164 88	6,881 75	187 50	100 00	75 00	50 00
Escambia.....	11,342 40	3,090 15	150 00	50 00	50 00	45 00
Franklin.....	1,050 00	275 00	75 00	35 00	35 00	25 00
Gadsden.....	2,930 00	264 00	70 00	35 00	35 00	23 00
Hamilton.....	2,588 50	130 00	45 00	40 96	30 00	25 00
Hernando.....	2,750 00	100 00	100 00	35 00	50 00	25 00
Hillsborough...	16,870 75	1,506 25	166 67	75 00	40 00	35 00
Holmes.....	1 105 00	.....	100 00	25 00	.....	.....
Jackson.....	2,782 00	176 00	125 00	37 50	40 00	24 00
Jefferson.....	4,715 00	686 00	125 00	55 00	30 00	25 00
Lafayette.....	775 00	.....	35 00	30 00	.....	.....
Lake.....	8,797 50	901 75	100 00	55 00	40 00	30 00
Lee.....	1,255 00	.....	75 00	45 00	.....	.....
Leon.....	5,520 50	2,705 00	100 00	50 00	50 00	30 00
Levy.....	3,093 41	125 00	65 00	50 00	40 00	25 00
Liberty.....	669 00	.....	70 00	30 00	30 00	.....
Madison.....	2,952 62	495 64	100 00	46 60	35 00	30 00
Manatee.....	2,198 00	.....	100 00	76 50	28 50	.....
Marion.....	14,095 37	4,843 62	150 00	75 00	40 00	45 00
Monroe.....	6,209 50	1,810 00	150 00	100 00	111 00	50 00
Nassau.....	5,220 00	1,775 00	100 00	45 00	75 00	30 00
Orange.....	11,070 75	4,242 50	125 00	57 50	60 00	45 00
Osceola.....	2,897 75	.....	100 00	50 00	45 00	.....
Pasco.....	3,432 75	.....	78 12	45 00	.....	.....
Polk.....	9,361 00	701 00	150 00	50 00	45 00	35 00
Putnam.....	8,481 25	1,957 00	100 00	60 00	60 00	40 00
St. Johns.....	7,431 75	1,011 75	100 00	50 00	40 00	30 00
Santa Rosa...	2,879 00	682 00	70 00	40 00	35 00	25 00
Sumter.....	5,745 00	490 00	75 00	70 00	45 00	25 00
Suwannee.....	3,849 25	1,309 00	150 00	50 00	40 00	35 00
Taylor.....	520 00	.....	50 00	25 00	.....	.....
Volusia.....	6,791 37	1,494 50	75 00	60 00	45 00	45 00
Wakulla.....	116 00	335 50	30 00	20 00	17 50	17 50
Walton.....	2,801 00	.....	56 00	38 40	35 00	.....
Washington...	1,969 00	125 00	60 00	35 00	30 00	20 00

TABLE VI.—SHOWING AVERAGE MONTHLY SALARIES OF TEACHERS.

1894-1895. COUNTIES.	General Average for all.	For Whites.			For Negroes.		
		Male.	Fem.	Both.	Male.	Fem.	Both.
State	$36 08	$43 41	$34 84	$38 00	$31 97	$27 80	$29 89
Alachua	$37 68	$52 15	$35 65	$41 62	$35 60	$27 35	$31 37
Baker	29 32	28 94	26 55	28 18	40 00	25 00	36 25
Bradford	37 11	40 76	34 45	37 54	29 09	35 00	29 81
Brevard	38 92	40 82	39 02	39 35	40 00	31 98	36 48
Calhoun	24 68	27 08	25 40	25 94	18 72	.....	18 72
Citrus	36 18	40 90	36 94	38 18	25 78	.....	25 78
Clay	32 47	36 63	30 79	32 75	33 50	25 38	30 77
Columbia	35 23	42 20	34 65	37 84	29 49	26 80	28 67
Dade	46 16	55 21	46 00	47 38	35 00	.....	35 00
DeSoto	38 53	41 07	35 82	38 98	30 00	25 00	27 50
Duval	41 26	71 83	41 13	45 42	40 05	31 50	34 18
Escambia	37 71	53 80	35 85	38 68	39 72	32 72	35 20
Franklin	41 86	56 65	37 70	46 84	35 00	25 00	30 22
Gadsden	31 18	40 00	30 35	35 16	21 79	22 28	21 86
Hamilton	26 89	30 21	25 85	27 50	21 93	21 65	21 85
Hernando	42 30	65 65	34 34	45 30	28 81	25 32	28 29
Hillsborough	48 76	62 04	45 98	51 35	33 38	27 48	28 89
Holmes	28 44	29 85	24 55	28 44	.....	.....	.....
Jackson	30 26	43 14	23 38	34 33	22 80	22 00	22 76
Jefferson	34 61	53 09	36 80	41 00	19 59	19 77	19 68
Lafayette	25 89	28 03	19 87	25 89	.....	.....	.....
Lake	41 80	49 50	40 18	43 83	41 05	23 33	29 58
Lee	41 42	50 36	34 06	41 42	.....	.....	.....
Leon	30 51	39 77	35 73	36 61	26 84	23 73	25 30
Levy	32 02	34 78	32 32	33 58	27 17	25 00	26 99
Liberty	29 22	43 62	20 87	29 58	27 27	.....	27 27
Madison	31 10	37 43	28 18	32 95	24 28	24 14	24 24
Manatee	39 58	40 37	40 97	40 57	24 00	.....	24 00
Marion	36 73	53 82	35 40	40 64	30 37	27 42	28 36
Monroe	45 22	83 33	41 69	46 44	67 82	31 92	42 69
Nassau	32 48	51 89	28 60	33 84	45 43	22 61	29 65
Orange	36 48	47 15	34 12	37 23	48 00	31 55	34 55
Osceola	38 07	54 20	32 67	38 26	36 11	.....	36 11
Pasco	37 53	41 54	33 75	37 53	.....	.....	.....
Polk	42 61	48 29	39 36	43 31	47 00	28 04	35 15
Putnam	36 96	48 39	34 28	37 46	38 38	32 86	35 96
St. Johns	27 49	63 04	25 26	28 50	28 38	20 40	23 45
Santa Rosa	26 08	30 46	23 24	26 56	25 65	22 25	23 41
Sumter	37 20	43 29	37 80	39 37	32 94	23 33	29 63
Suwannee	37 64	48 92	33 23	40 82	33 67	28 03	31 33
Taylor	24 93	26 49	20 80	24 93	.....	.....	.....
Volusia	41 68	45 92	42 87	43 94	39 19	35 58	36 05
Wakulla	19 12	19 90	20 00	19 92	16 83	17 66	17 34
Walton	27 88	29 82	25 96	27 94	27 18	.....	27 18
Washington	26 74	29 16	24 71	27 50	23 16	17 86	22 11

TABLE VII—SHOWING RESULT OF TEACHERS' EXAMINATIONS FOR COUNTY CERTIFICATES.

1894-95. COUNTIES.	No. of examinees for Teachers' Certificates.	No. failing to get any Certificate.	No. and Grade of Certificates Issued. To Whites. 1st Grade. Male.	1st Grade. Female.	2d Grade. Male.	2d Grade. Female.	3d Grade. Male.	3d Grade. Female.	To Negroes. 1st Grade. Male.	1st Grade. Female.	2d Grade. Male.	2d Grade. Female.	3d Grade. Male.	3d Grade. Female.
Whole State	3,073	1,069	135	93	258	503	168	308	14	1	92	81	154	183
Alachua	256	109	6	2	10	32	3	17	..	...	10	8	11	16
Baker	44	18	..	...	13	5	3	2	...	..	1	..	1	1
Bradford	82	16	4	.	9	6	..	..	..	..	..	1	..	..
Brevard	56	9	3	7	2	21	3	6	..	..	2	2	..	1
Calhoun	13	6	..	...	2	2	..	2	..	...	..	.	..	...
Citrus	35	16	2	1	4	3	1	6	..		1	..	1	..
Clay	51	17	1	3	2	3	4	2	..	.	3	...	.	..
Columbia	*97	32	6	9	9	11	5	11	1		5	2	7	7
Dade	2	2	..	...	.	2	..	..	..	...	1	..	..	..
DeSoto	44	7	6	....	12	6	8	5	...	...	...	..	1	1
Duval	219	87	3	3	7	43	3	15	...	...	7	4	8	20
Escambia	104	35	2	3	3	30	4	8	2	..	2	5	2	8
Franklin	*15	4	1	...	2	...	1	3	..	..	..	.	2	3
Gadsden	80	52	1	1	2	4	1	6	.	...	1	1	13	..
Hamilton	44	19	1	2	..	6	2	7	..	.	1	...	3	..
Hernando	23	5	2	2	3	2	1	2	..	..	..	1	2	1
Hillsboro'	109	5	12	19	19	37	1	4	..	..	2	4	1	6
Holmes	37	9	3	...	10	8	8	5	..	..	..	..	1	..
Jackson	94	49	6	..	5	5	3	6	...	..	6	1	12	1
Jefferson	71	18	1	6	2	15	1	8	..	...	1	1	9	9
Lafayette	43	27	3	...	9	2	9	6	1	..	..	...	...	...
Lake	68	19	7	4	9	10	2	6	..	..	1	2	1	5
Lee	*19	1	6	...	4	1	3	6	2	.	2	..	..	..
Leon	34	4	2	3	7	4	12	29	.	..	16	14	34	34
Levy	66	9	1	3	11	13	6	4	1	..	6	2	4	1
Liberty	18	8	..		1	5	2	1	.	..		.	1	..
Madison	91	45	6		3	7	4	5	.	...		1	4	2
Manatee	32	2	2	1	7	5	6	5	.	...	.	..	2	..
Marion	213	89	8	3	10	42	9	17	.	1	1	9	4	20
Monroe	14	6	...	...	1	8	1	.	1	...	.	1	.	..
Nassau	134	27	1	..	8	37	2	13	1	..	4	10	5	19
Orange	121	50	4	2	2	11		7	3	..	3	..	1	1
Osceola	33	15	4	..	2	7	1	3	..	..	.	..	.	4
Pasco	53	13	3	3	7	13	5	8	.	..	.	..	.	..
Polk	105	19	11	6	19	21	9	14	.	.	2	2	.	2
Putnam	126	73	2	3	5	16	2	9	.	..	3	3	5	5
St. Johns	44	7	2	2	3	17	..	3	1	.	3	3	.	3
Santa Rosa	49	12	4	3	2	8	7	5	..	..	.	1	3	4
Sumter	29	5	1	..	5	7	1	9	..	..	.	..	1	..
Suwannee	60	25	5	2	6	2	1	9	..	..	2	2	4	2
Taylor	*17	6	2	.	4	..	2	5	..	..	.	..	..	..
Volusia	111	54	...	..	6	13	11	8	..	..	3	1	9	6
Wakulla	15	3	...	..	2	2	4	1	1	..	1	..	.	..
Walton	68	23	2	1	2	7	13	18	..	..	1	.	1	...
Washington	34	12	2	..	7	4	4	2	.	.	1	..	1	1

*Estimated.

TABLE VIII.—SHOWING IMPORTANT FACTS RELATIVE TO TEACHERS.

1894-95. COUNTIES.	No. That Have Attended some Normal School.				No. That Attended a Summer School.				No. that Attended State Teachers' Associations		No. that take an Educational Journal.		No. of Non-Residents. Of Co where taught.		Of the State.	
	White		Neg		White		Negro									
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	White.	Negro.	White.	Negro.	White.	Negro.	White.	Negro.
Whole State	114	191	28	37	137	339	127	189	451	115	1043	341	153	45	135	16
Alachua	9	11	4	4	9	40	26	27	27	15	70	48	...	..	...	..
Baker	..	..	..	..	..	..	..	..	1	..	12	.	8		..	..
Bradford	..	..	...	..	..	..	..	..	..	..	...	..	..		..	..
Brevard	3	10	2	1	..	..	2	2	10	.	36	6	12	1	10	..
Calhoun	..	1	..	..	2	3	..	.	6	..	5	..	2		.	..
Citrus	3	1	..	.	2	3	2	..	18	1	19	3	..		..	..
Clay	..	..	..	..	...	..	..	..	..	.	..	.	5	4	1	..
Columbia	..	..	...	..	..	..	..	..	..	..	..	...	...		..	..
Dade	..	5	..	..	...	..	...	.	.	..	10	.	5		...	..
DeSoto	..	..	..	..	..	.	..	.	..	.	..	.	2		..	..
Duval	1	8	1	1	..	15	3	9	6	12	42	39	1		1	..
Escambia	..	3	..	1	1	4	6	17	..	..	58	19	1		17	..
Franklin	1	2	1	..	..	..	.	...	...	..	..	.	..		...	..
Gadsden	1	3	..	...	..	2	1	1	2	..	28	14	1		3	..
Hamilton	8	3	1	.	.	..	.	.	3	..	27	2	14	2	4	2
Hernando	4	2	2	...	..	...	..	..	15	...	10	3	5	2	2	..
Hillsboro'	1	5	..	..	22	58	1	7	61	8	75	13	6	1	13	1
Holmes	..	...	...	..	..	..	.	..	1	..	1	..	1	1	..	...
Jackson	4	2	3	.	18	16	23	14	15	..	36	10	9	2	3	...
Jefferson	1	1	..	.	3	23	8	9	5	1	27	10	..		..	..
Lafayette	1	..	..	..	2	4	..	...	..	..	8	.	5		2	..
Lake	3	4	..	..	8	3	2	5	33	3	38	10	3	1	4	...
Lee	4	2	...	..	..	2	..	..	..	..	6	..	1		1	..
Leon	...	..	..	3	..	2	10	20	..	6	10	14	1	3	1	2
Levy	5	6	1	..	4	5	..	..	9	1	29	10	.		12	4
Liberty	..	..	...	..	1	4	1	...	...	..	5	1	1		1	...
Madison	2	5	5	8	2	5	5	8	18	5	18	5	5	1	2	..
Manatee	1	2	..	..	2	1	..	..	5	.	20	...	2		3	..
Marion	16	22	3	14	12	35	13	33	28	17	61	32	9	2	14	4
Monroe	1	..	1	...	..	2	..	..	1	8	16	8	1			...
Nassau	..	..	..	..	4	6	1	2	9	2	19	13	8		7	...
Orange	5	36	1	2	..	5	3	6	61	19	39	18	..		..	...
Osceola	..	.	..	.	1	1	2	..	12	..	17	1	1	1	3	..
Pasco	7	2	..	..	1	3	...	..	25	.	28	..	3	..	2	..
Polk	9	9	1	.	28	40	3	4	23	2	56	7	5	..	3	..
Putnam	2	8	..	1	2	1	2	2	5	2	33	19	5	1	10	3
St. Johns	2	5	..	..	5	38	3	15	.	..	29	4	5	.	.	..
Santa Rosa	4	4	1	1	1	..	..	2	7	..	34	6	10	2	4	..
Sumter	2	8	1	...	1	11	6	3	16	2	26	5	7	11	9	..
Suwannee	..	..	.	..	..	..	..	..	14	7	..	..	..	..	1	..
Taylor	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Volusia	7	13	..	1	4	5	3	3	11	4	31	14	3	5	..	..
Wakulla	1	.	..	..	1	..	..	..	1	..	12	4	4	4	..	..
Walton	4	5	..	..	1	2	1	...	..	..	14	3	2	1	2	.
Washington	2	3	..		.		..	..	13	...	36	..		..	...	..

TABLE IX—SHOWING ASSESSED VALUES OF PROPERTY FOR TAXATION AND THE AMOUNTS LEVIED AND COLLECTED.

1894-95. COUNTIES.	Assessed value of real and personal property.	State One Mill Tax. Levied.	Collected.	Apportioned to counties.	Percentage of tax paid returned to county
Whole State	$104,260,629 91	$104,260 64	$93,862 32	$89,793 20	*
Alachua	4,442,115 69	4,442 12	4,059 96	5,362 00	132
Baker	680,645 00	680 65	588 15	1,038 80	177
Bradford	1,619,974 00	1,619 97	1,346 31	2,394 00	178
Brevard	2,639,327 00	2,639 33	2,432 28	921 20	38
Calhoun	590,380 00	590 38	574 83	490 00	85
Citrus	1,640,330 00	1,640 33	1,297 87	812 00	63
Clay	1,479,066 00	1,479 07	1,339 88	1,240 40	93
Columbia	1,966,634 00	1,966 63	1,809 31	2,364 60	131
Dade	1,274,067 00	1,274 07	1,078 03	179 20	17
DeSoto	2,508,850 00	2,508 85	2,075 14	1,911 00	92
Duval	9,407,770 00	9,407 77	7,130 93	4,890 20	69
Escambia	4,560,748 86	4,560 75	4,365 65	3,598 00	82
Franklin	803,632 00	803 63	771 06	639 80	83
Gadsden	1,119,419 00	1,119 42	1,098 21	2,734 20	258
Hamilton	1,324,975 00	1,324 98	1,264 07	1,568 00	124
Hernando	1,226,631 53	1,226 63	1,009 95	716 80	71
Hillsborough	7,061,734 63	7,061 73	6,786 55	3,245 20	48
Holmes	613,527 00	613 53	555 44	1,082 20	195
Jackson	1,919,039 68	1,919 04	1,751 35	3,910 20	223
Jefferson	1,560,646 00	1,560 65	1,470 62	2,643 20	180
Lafayette	953,690 00	953 69	865 60	940 80	109
Lake	4,046,390 80	4,046 39	3,565 72	1,927 80	54
Lee	1,180,048 00	1,180 05	1,037 02	305 20	29
Leon	2,137,460 00	2,137 46	2,130 38	3,081 40	145
Levy	1,609,385 00	1,609 39	1,593 84	1,692 60	106
Liberty	318,389 00	318 39	309 62	490 00	159
Madison	1,585,890 00	1,585 89	1,564 85	4,327 40	277
Manatee	1,310,377 45	1,310 37	1,168 93	991 20	85
Marion	6,132,004 16	6,132 00	4,916 82	4,740 40	96
Monroe	2,707,573 00	2,707 57	2,436 11	1,598 80	66
Nassau	2,105,808 00	2,105 81	1,990 58	2,389 80	120
Orange	5,278,204 00	5,278 20	4,810 74	3,096 80	64
Osceola	1,463,172 03	1,463 17	1,317 76	707 00	54
Pasco	1,586,002 28	1,586 00	1,462 63	1,142 40	78
Polk	4,293,260 00	4,293 26	3,977 37	2,807 00	71
Putnam	3,739,058 70	3,739 66	3,480 76	2,625 00	75
St. Johns	2,691,617 70	2,691 62	2,619 97	1,423 80	54
Santa Rosa	1,315,885 00	1,315 89	1,233 82	2'605 40	211
Sumter	1,871,235 34	1,871 24	1,758 74	1,470 00	84
Suwannee	1,794,925 94	1,794 93	1,724 34	2,749 60	159
Taylor	525,480 00	525 48	428 00	782 60	183
Volusia	4,065,813 00	4,065 81	3,792 38	2,205 00	58
Wakulla	477,462 00	477 46	432 25	728 00	169
Walton	1,313,703 39	1,313 70	1,238 62	1,507 80	122
Washington	1,318,282 73	1,318 28	1,199 88	1,716 40	143

*Correct within one-half of one per cent.

CONTINUED.—SHOWING ASSESSMENT AND COLLECTION OF SCHOOL FUNDS.

·95.	County Levy.			Per cent. Collected of		Polls as Reported	
	No. Mills.	Amount Levied.	Amount Collected.	One Mill Tax.	County School Tax.	Assessed.	Collected.
State		$ 487,121 02	$ 324,590 95	* 90	* 67	$ 67,999	$ 46,062
ounties.							
ıa	5	22,210 57	14,639 48	91	66	4,502	1,867
.....	4	2,722 58	1,713 27	87	63	486	429
rd...	5	8,099 87	†8,199 55	83	†101	1,139	569
d	5	13,196 63	10,585 05	92	80	829	608
n	5	2,951 90	2,515 11	97	85	521	371
.....	5	8,201 65	2,704 40	79	33	693	214
.....	5	7,395 33	6,896 87	90	93	982	712
bia ..	5	9,833 17	‡7,335 97	92	‡75	2,379	.....
.....	5	6,370 34	5,011 77	85	79	120	420
.....	5	12,544 25	7,168 82	83	57	1,686	1.281
.....	5	47,038 85	26,389 07	76	56	7,999	10,446
bia ..	5	22,803 74	12,260 68	96	54	3,627	1,863
in	4½	3,616 34	3,517 59	96	97	938	829
n	4	4,477 67	2,845 84	98	64	1,486	815
on ..	3	3 974 92	2,718 17	95	69	1,446	528
ıdo ...	5	6,133 15	‡5,377 05	82	88	676	70
ro'. ...	4¾	33,543 23	22,329 83	96	67	3,756	2,235
s	5	3,067 63	1,634 97	91	53	890	528
n	4	7,676 15	5,121 13	91	67	3,102	1,469
on ...	5	7,803 23	4,668 57	94	60	2.722	516
tte ...	3	2,861 07	1,983 54	91	69	815	373
.....	5	20,231 95	14,352 61	88	71	2,167	2,167
... .	3½	4,130 16	2,730 25	88	66	345	199
.....	3	6,412 38	4,932 83	100	77	1,498	4
.....	5	8,046 92	7,326 12	99	91	800	600
...	4½	1.432 75	1,346 24	97	94	250	154
n	4	6,343 56	4.250 81	99	67	1,833	1,063
ee	5	6,551 88	3,017 72	89	46	599	257
.....	4	24,520 01	13,475 6[illegible]	80	55	3,277	2,165
e ...	4	10,830 29	7,373 59	90	68	1,108	2,269
t.....	5	10,529 04	3,921 77	95	37	1,043	432
.....	5	26,391 62	19,133 61	91	72	1,974	1,470
a	5	7,315 86	4,727 89	90	73	493	386
.. ....	5	7,940 01	5,385 56	92	68	....	471
.....	5	21,466 30	17,741 20	93	83	1,497	1,221
n	4	14,956 23	9,201 05	93	62	1.924	1,439
ıns....	5	13,458 08	6,992 39	97	52	1,041	714
Rosa..	5	6,579 42	3,721 39	94	57	849	311
r.....	5	9.356 17	3,998 35	94	43	1,038	523
nee ...	5	8,974 62	7,599 78	96	85	1,497	1,000
.....	4½	2,364 66	1,539 73	82	65	509	303
a ...	5	20,329 06	15,523 05	93	76	746	1,150
la	4	1,909 84	1,506 75	91	79	554	150
a	4½	5.254 81	†5,347 87	94	†102	1,097	405
ngton.	4	5,273 13	3.828 00	91	73	1,066	1,066

luding poll tax. *Thanks will be given any one who will ex-
he great discrepancy in the rate of one mill and county school
collected. †Evidently an error in the amount reported as col-

TABLE X.—SHOWING TOTAL RECEIPTS AND SOURCES FROM WHICH SCHOOL FUNDS WERE DERIVED.

1894-95. COUNTY.	Total.	Balance Brought Forward From Last Year.	Interest on Permanent Fund.	State One Mill Tax.	County Levy.	Poll Tax.	Land and Tax Sale Certificates (Back Taxes).	Teachers' Examination Fees.	Fines and Forfeitures.	Tuition Non-Resident Pupils.	Sub District Tax.	All Other Sources.
Whole State	$670,190 90	$ 80,252 39	$35,275 90	$89,793 20	$324,590 95	$46,062	$18,071 50	$2,903	$1,529 75	$857 65	$2,596 22	$65,241 34
Alachua	$ 47,533 19	$ 1,192 34	$ 2,106 50	$ 5,362 00	$ 14,639 48	$ 1,867	$ 386 63	$ 203	$ 517 75	$442 75	$1,315 74	†19,500 00
Baker	4,509 46	802 44	408 10	1,038 80	1,713 27	429	27 85	42	.....	48 00	.....	.....
Bradford	12,639 56	304 00	940 50	2,394 00	8,199 55	569	140 51	82	.....	.....	.....	10 00
Brevard	13,483 44	625 41	361 90	921 20	10,585 05	608	273 15	56	10 00	.....	.....	42 73
Calhoun	5,043 22	1,428 85	192 50	490 00	2,515 11	371	20 76	13	12 00	.....	.....	.....
Citrus	11,664 53	1,654 16	319 00	812 00	2,704 40	214	1,052 55	33	.....	.....	.....	†4,875 42
Clay	10,237 24	.....	487 30	1,240 40	6,896 87	712	198 14	59	31 25	23 50	.....	588 78
Columbia	12,915 44	.....	928 95	2,364 60	*7,335 97	.....	.....	48	64 75	.....	.....	2,173 17
Dade	7,658 78	1,791 81	70 40	179 20	5,011 77	420	42 79	7	118 00	.....	.....	17 81
DeSoto	20,110 19	7,418 71	750 75	1,911 00	7,168 82	1,281	1,339 51	47	193 40	.....	.....	.....
Duval	48,300 83	714 03	1,921 15	4,890 20	26,389 07	10,446	3,721 38	219	.....	.....	.....	.....
Escambia	28,912 27	1,535 05	1,413 50	3,598 00	12,260 68	1,863	538 09	104	193 95	6 00	.....	†7,400 00
Franklin	5,277 38	.....	251 35	639 80	3,517 59	829	22 14	8	9 50	.....	.....	.....
Gadsden	8,753 22	31 40	1,074 15	2,734 20	2,845 84	815	41 26	80	170 35	.....	.....	961 02
Hamilton	7,174 11	683 86	616 00	1,568 00	2,718 17	528	21 16	43	60 00	.....	.....	‡935 93

Jefferson....	9,240 95	.....	1,038 40	2,643 20	4,668 57	516	238 28	71	65 50	.....	.....	.....
Lafayette...	3,751 58	.....	369 60	940 80	1,983 54	373	.....	33	35 00	.....	.....	16 64
Lake.....	20,371 01	51 46	757 35	1,927 80	14,352 61	2,167	746 39	68	120 40	180 00	.....	.....
Lee.....	6,910 67	3,427 43	119 90	305 20	2,730 25	199	125 34	.....	.....	.....	.....	3 55
Leon.....	19,881 18	10,260 03	1,210 55	3,081 40	4,932 83	4	270 37	109	13 00	.....	.....	.....
Levy.....	12,434 86	581 64	664 95	1,692 60	7,326 12	600	517 82	56	85 00	.....	310 73	600 00
Liberty.....	3,581 00	1,265 45	192 50	490 00	1,346 24	154	13 22	18	2 50	2 50	.....	96 59
Madison....	13,659 73	2,001 79	1,700 05	4,327 40	4,250 81	1,063	161 43	99	56 25	.....	.....	.....
Manatee....	8,030 18	606 20	389 40	991 20	3,017 73	257	1,031 27	30	15 0	.....	.....	‡1,692 38
Marion.....	28,331 97	3,479 76	1,862 30	4,740 40	13,475 65	2,165	1,511 21	172	380 45	105 20	440 00	.....
Monroe.....	16,360 76	4,273 27	628 10	1,598 80	7,373 59	2,269	.....	28	190 00	.....	.....	.....
Nassau.....	12,633 90	578 56	938 85	2,389 80	3,921 77	432	191 83	134	27 00	.....	.....	‡4,020 09
Orange.....	42,379 08	1,194 77	1,216 60	3,096 80	19,133 61	1,470	1,017 94	64	.....	.....	.....	†15,185 36
Osceola.....	6,984 66	543 66	277 75	707 00	4,727 89	386	245 36	33	64 00	.....	.....	.....
Pasco.....	7,836 31	.....	448 80	1,142 40	5,385 56	471	325 05	53	10 50	.....	.....	.....
Polk.....	24,385 62	112 32	1,102 75	2,807 00	17,741 20	1,221	661 35	105	635 00	.....	.....	.....
Putnam ...	23,361 33	4,198 04	1,031 25	2,625 00	9,201 05	1,439	583 97	126	115 90	33 90	.....	4,007 22
St. Johns...	13,637 67	3,559 94	559 35	1,423 80	6,992 39	714	183 19	44	65 00	.....	.....	96 00
Santa Rosa.	10,875 04	2,156 71	1,023 55	2,605 40	3,721 39	311	.....	37	154 50	.....	.....	‡865 49
Sumter. ..	8,823 36	.....	577 50	1,470 00	3,998 35	523	312 67	29	7 00	.....	.....	1,905 84
Suwannee..	18,376 92	5,477 67	1,080 20	2,749 60	7,599 78	1,000	299 47	60	60 20	.....	.....	50 00
Taylor.	3,365 58	327 85	307 45	782 60	1,539 73	303	.....	17	95	.....	.....	87 00
Volusia. ...	27,124 15	6,517 57	866 25	2,205 00	15,523 05	1,150	613 38	113	64 60	.....	.....	71 30
Wakulla.....	2,846 44	142 76	286 00	728 00	1,506 75	150	32 93	.....	.....	.....	.....	.....
Walton....	8,220 10	118 55	592 35	1,507 80	5,347 87	405	91 73	91	50 00	15 80	.....	.....
Washington	9,655 29	2,357 59	674 30	1,716 40	3,828 00	1,066	.....	13	.....	.....	.....	.....

*Including poll taxes. †Mostly borrowed money. ‡Mostly back taxes,

TABLE XI.—SHOWING TOTAL EXPENDITURES FOR SCHOOLS.

1894-95. COUNTIES.	Grand Total.	On Debt of Previous Years.	Interest on Indebtedness	Salaries of Teachers.	Salary of County Superintendents.	Traveling Expenses of County Superintendent.	Commissions of Treasurer.	Mileage and Per Diem of School Board.	Incidental Expenses of Supt. and Board.	Teachers' Examinations.	Teacher's Institutes and Summer Schools.	For All Other Purposes
Whole State	$673,347 85	$32,786 76	$7,446 29	$482,472 58	$30,008 08	$1,102 77	$7,963 22	$7,985 98	$5,011 03	$2,984 93	$3,494 50	$92,091 71
Alachua	$16,983 41	$3,000 00	$238 50	$20,807 49	$1,200 00	.....	$560 34	$274 60	$813 97	$99 60	$371 65	$11,616 96
Baker	4,309 95	.....	.....	3,328 00	360 00	.....	.....	108 00	.....	66 00	.....	447 95
Bradford	11,975 99	1,652 67	373 79	7,824 00	600 00	.....	335 94	128 20	21 10	55 80	75 00	909 49
Brevard	15,387 91	693 17	372 92	9,515 75	900 00	.....	.....	223 90	125 87	50 50	25 00	3,480 80
Calhoun	2,814 70	130 00	.....	1,892 05	300 00	15 00	66 20	227 20	46 00	38 25	100 00	.....
Citrus	11,648 08	331 44	60 00	5,589 00	600 00	.....	228 35	182 10	34 50	64 75	105 00	4,152 94
Clay	8,911 50	476 89	.....	6,565 00	385 00	86 00	210 11	168 60	28 15	71 50	.....	920 25
Columbia	15,085 12	.....	15 75	12,629 00	563 33	5 70	293 45	171 20	273 22	50 00	.....	1,083 47
Dade	6,783 88	.....	.....	3,275 00	263 00	.....	.....	155 61	528 71	46 60	.....	2,514 90
DeSoto	11,209 80	70 00	.....	9,799 50	600 00	.....	.....	201 90	46 30	75 10	50 00	367 0
Duval	47,907 71	4,413 33	793 34	35,482 88	1,425 00	.....	.....	210 65	100 22	168 75	.....	5,313 5
Escambia	30,204 76	2,293 04	986 76	19,673 20	1,000 00	186 82	.....	150 00	254 23	83 80	.....	5,576 1
Franklin	5,485 23	662 60	79 99	3,235 00	91 60	.....	242 45	86 40	.....	49 47	.....	1,037
Gadsden	9,886 18	32 17	.....	8,571 00	600 00	53 50	179 61	138 80	96 50	51 45	87 50	75
Hamilton	8,797 54	2,490 80	.....	4,866 62	491 00	.....	163 84	150 60	14 68	76 20	.....	543
Hernando	8,068 50	.....	52 42	6,292 50	500 00	.....	132 14	130 50	20 55	37 04	.....	90
Hillsboro'	37,114 47	.....	279 25	30,380 83	1,500 00	300 00	695 57	251 00	123 76	55 45	553 55	2,9
[illegible]mes	9,976 60	1,494 50	.....	4,805 00	334 00	.....	184 28	249 02	49 80	30 00	.....	2,8

Jackson	14,842 31	.....	98 71	12.467 00	[illegible]	20 00	[illegible]	[illegible]	[illegible]			570 00
Jefferson. ..	11,614 80	.....	540 50	8,529 00	620 00		93 93	187 50	33 66	53 60	.....	
Lafayette .	5,222 19	.....	.....	3.863 50	420 00	.....	401 86	112 40	156 95	63 40	75 00	1,131 13
Lake.....	21,651 53	834 44	.....	17,523 85	1 152 50	200 00						
Lee..	3,946 27	.....	.....	2,783 37	360 00	21 00	84 28	121 60	24 45	30 00	.....	573 62
Leon	16.360 38	.....	.....	13,075 50	1.200 00	.....	168 37	113 60	55 16	117 70	100 00	1,530 05
Levy.....	10,277 68	.....	120 42	8,173 50	600 00	.....	....	192 60	82 01	56 00	50 00	1,003 15
Liberty.....	4,163 47	177 69	.....	1,807 00	150 00	.....	81 52	240 41	2 00	26 85	72 00	1,606 00
Madison....	10,177 47	.....	.....	8,554 62	644 65	.....	61 05	143 70	251 30	81 50	50 00	390 65
Manatee....	10.472 07	.....	.....	6,626 00	500 00	.....	179 16	118 50	53 20	27 60	.....	2.967 61
Marion.....	34.915 69	310 00	256 33	29,978 64	1,200 00	.....	558 11	228 10	189 58	203 83	338 00	1,653 10
Monroe.....	16,474 35	800 00	48 00	11,267 50	575 00	.....	.....	118 00	100 90	31 00	40 00	3,493 95
Nassau	18,281 91	2,844 85	460 49	11 335 00	620 00	.....	299 99	323 40	73 93	123 50	50 00	2,150 75
Orange.....	45,639 05	2,500 00	960 35	21,558 25	1,500 00	.....	799 77	272 60	69 55	39 52	.....	17,939 01
Osceola.....	6,612 40	.....	28 30	4,989 50	600 00	.....	147 06	134 75	4 58	21 02	.....	687 19
Pasco..	8 871 21	.....	166 32	7.418 75	650 00	10 00	192 34	124 30	41 32	72 00	.....	196 18
Polk.....	22,846 69	.....	232 86	19.875 00	1,000 00	148 00	.....	157 55	182 40	156 00	300 00	794 88
Putnam....	18,409 12	2 75	86 88	16,749 25	900 00	.....	.....	177 60	53 05	69 40	75 00	295 19
St. Johns ..	18,831 15	1.055 00	370 13	11,055 00	640 00	.....	294 89	115 20	42 55	43 00	292 55	4,922 83
Santa Rosa.	10.244 25	1,106 77	236 23	7.259 75	1.000 00	.....	237 45	99 00	66 87	83 40	75 00	179 78
Sumter....	11,591 59	414 65	.....	10,191 25	600 00	.....	.....	124 40	42 66	38 70	50 00	131 93
Suwannee..	15,245 79	.....	.....	12,688 15	600 00	.....	309 54	185 30	371 55	60 00	.....	1 031 25
Taylor. . ..	3,036 81	.....	.....	2,273 50	250 00	.....	69 83	145 35	29 30	69 85	.....	198 98
Volusia	21,766 35	5,000 00	240 00	14.243 12	720 00	56 75	.....	244 80	165 69	97 00	19 60	979 39
Wakulla ...	2,499 26	.....	.....	1,885 76	193 00	.....	40 65	108 29	14 75	.....	.....	256 81
Walton.....	7,587 71	.....	.....	6,774 00	480 00	.....	.....	171 90	4 96	67 75	25 00	64 10
Washington	9,115 32	.....	348 05	6,686 00	480 00	.....	169 10	135 90	148 85	35 70	.....	1,111 72

TABLE XII—DISTRIBUTING EXPENSES "FOR ALL OTHER PURPOSES" IN TABLE XI.

1894-95. COUNTIES.	Total.	For School Lots.	For New Buildings.	For Repairs on Buildings.	Furniture and Apparatus.	For Insurance.	For Rent.	For Janitors.	Fuel and Incidentals.	Free Text-Books.	For County Line Pupils.	For all Unclassified Expenses.
Whole State	$92,091 71	$2,491 50	$29,495 11	$9,283 91	$11,691 43	$1,100 75	$1,063 50	$2,983 75	$3,432 26	$308 39	$1,224 86	$29,016 25
Alachua	$11,616 96	.....	$5,622 35	$338 85	$155 76	.....	.....	.....	.....	.....	.....	$5,500 00
Baker	447 95	.....	75 00	232 77	.....	.....	.....	.....	10 50	.....	18 00	111 68
Bradford	909 49	.....	148 28	742 58	.....	.....	.....	.....	.....	.....	18 63	.....
Brevard	3,480 80	500 00	1,812 13	176 46	943 45	.....	15 00	.....	.....	39 76	.....	.....
Calhoun	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Citrus	4,152 94	10 00	475 97	7 40	286 01	.....	.....	.....	3 00	.....	9 00	3,361 56
Clay	920 25	.....	100 00	181 20	63 35	.....	4 00	.....	10 00	.....	232 40	329 30
Columbia	1,083 47	.....	272 75	349 02	461 70	.....	.....	.....	.....	.....	.....	.....
Dade	2,514 96	.....	1,588 07	30 50	731 51	.....	41 00	.....	123 88	.....	.....	.....
DeSoto	367 00	.....	245 00	.....	.....	.....	.....	.....	.....	.....	45 00	77 00
Duval	5,313 54	40 00	435 00	1,627 57	931 73	220 00	25 00	1,161 00	873 24	.....	.....	.....
Escambia	4 576 91	300 00	1,501 12	1,335 73	993 93	196 45	185 00	416 00	648 68	.....	.....	.....
Franklin	1,037 72	100 00	200 00	75 50	127 50	90 00	48 0	66 00	330 72	.....	.....	.....
Gadsden	75 65	.....	.....	.....	.....	23 25	.....	.....	.....	.....	.....	52 40
Hamilton	543 80	.....	475 00	.....	.....	.....	.....	.....	.....	.....	.....	68 80
Hernando	903 35	.....	133 68	62 53	.....	.....	.....	80 00	24 40	72 99	.....	529 75
Hillsboro'	2,966 06	.....	1,605 15	114 75	806 99	28 00	.....	176 00	99 15	.....	95 42	40 60
Holmes	2,830 00	885 00	2,150 00	.....	295 00	.....	.....	.....	.....	.....	.....	

Jackson	541 50	.....	.....	.....	521 00	.....	.....	.....	.....	.....	.....	20 50
Jefferson	950 11	.....	318 72	271 04	164 92	51 50	.....	.....	38 98	.....	.....	104 95
Lafayette	570 00	.....	.....	.....	320 00	.....	.....	.....	.....	.....	.....	250 00
Lake	1,131 13	100 00	686 01	134 16	191 26	.....	.....	11 90	.....	.....	.....	7 80
Lee	573 62	2 00	.....	198 00	51 00	45 00	1 00	.....	17 50	.....	.....	259 12
Leon	1,530 05	5 00	170 40	336 81	888 65	.....	.....	60 00	69 19	.....	.....	.....
Levy	1,003 15	.....	748 77	89 56	.....	.....	.....	.....	13 90	.....	76 12	74 80
Liberty	1,606 00	30 00	1,420 00	.....	156 00	.....	.....	.....	.....	.....	.....	.....
Madison	390 65	.....	233 25	111 40	4 90	.....	.....	.....	3 00	.....	.....	38 10
Manatee	2,967 61	50 00	2,610 00	.....	207 00	61 35	.....	.....	.....	.....	.....	39 26
Marion	1,653 10	.....	405 61	600 30	350 53	66 00	12 00	.....	.....	.....	218 66	.....
Monroe	3,493 95	848 00	122 21	270 80	533 50	230 00	620 00	669 00	200 44	.....	.....	.....
Nassau	2,150 75	7 00	905 00	120 15	120 05	18 00	15 00	76 00	303 15	.....	.....	586 40
Orange	17,939 01	110 00	850 00	.....	200 00	.....	.....	.....	.....	.....	.....	16,779 01
Osceola	687 19	.....	.....	96 42	394 50	.....	.....	45 00	27 60	7 00	.....	116 67
Pasco	196 18	.....	34 08	33 95	12 40	.....	.....	.....	.....	.....	80 00	35 75
Polk	794 88	.....	305 65	62 70	77 01	.....	.....	.....	.....	69 44	30 00	250 08
Putnam	295 19	.....	.....	.....	.....	.....	.....	.....	.....	4 04	291 15	.....
St. Johns	4,922 83	4 50	1,913 32	799 10	1,284 58	45 50	43 50	222 85	609 48	.....	.....	.....
Santa Rosa	179 78	.....	.....	50 91	.....	.....	.....	.....	.....	.....	.....	128 87
Sumter	131 93	.....	.....	.....	.....	.....	.....	.....	.....	.....	94 68	37 25
Suwannee	1,031 25	.....	350 00	565 00	116 25	.....	.....	.....	.....	.....	.....	.....
Taylor	198 98	.....	117 00	15 00	.....	.....	.....	.....	.....	.....	.....	66 98
Volusia	979 39	.....	707 35	84 83	11 60	.....	30 00	.....	25 45	115 16	.....	5 00
Wakulla	256 81	.....	150 56	51 25	55 00	.....	.....	.....	.....	.....	.....	.....
Walton	64 10	.....	.....	.....	14 00	.....	.....	.....	.....	.....	15 80	34 30
Wahington	1,111 72	.....	607 68	123 67	220 35	25 70	24 00	.....	.....	.....	.....	110 32

TABLE XIII—SHOWING FINANCIAL CONDITION OF COUNTIES

1894-95 COUNTIES.	Total Receipts.	Total Expenditures.	Cash on hand.	Indebtedness.	Net Cash. —Real Indebtedness
Whole State	$670,190 99	$673,347 85	$60,244 65	$89,729 34	.....
Alachua	47,533 19	46,983 11	550 08	14,956 54	—14,406 46
Baker	4,509 46	4,309 95	199 51	.....	— 199 51
Bradford	12,639 56	11,975 99	663 57	2,889 30	— 2,225 73
Brevard	13,483 44	15,387 91	187 65	1,904 47	— 1,716 82
Calhoun	5,043 22	2,814 70	2,228 52	.....	+ 2,228 52
Citrus	11,664 53	11,648 08	16 45	434 96	— 418 51
Clay	10,237 24	8,911 50	1,325 74	.....	+ 1,325 74
Columbia	12,915 44	15,085 12	758 53	2,169 68	— 1,411 15
Dade	7,658 78	6,783 88	874 90	.....	+ 874 90
DeSoto	20,110 19	11,209 80	8,900 39	3,200 00	+ 5,700 39
Duval	48,300 83	47,907 71	393 12	1,977 30	— 1,584 18
Escambia	28,912 27	30,204 76	212 14	1,416 65	— 1,204 51
Franklin	5,277 38	5,485 23	.....	207 85	— 207 85
Gadsden	8,753 22	9,886 18	21 13	1,132 96	— 1,111 83
Hamilton	7,174 11	8,797 54	84	2,019 18	— 2,018 34
Hernando	7,365 98	8,068 50	4 38	2,969 32	— 2,964 94
Hillsboro'	34,975 87	37,114 47	.....	2,138 60	— 2,138 60
Holmes	3,918 82	9,976 60	.....	6,325 28	— 6,325 28
Jackson	16,661 03	14,842 31	1,818 72	.....	+ 1,818 72
Jefferson	9,240 95	11,614 80	.....	7,333 25	— 7,333 25
Lafayette	3,751 58	5,222 19	1,787 36	1,470 61	+ 316 75
Lake	20,371 01	21,651 53	295 20	1,280 52	— 985 32
Lee	6,910 67	3,946 27	2,964 40	.....	+ 2,964 40
Leon	19,881 18	16,360 38	3,520 80	.....	+ 3,520 80
Levy	12,434 86	10,277 68	2,157 18	938 67	+ 1,218 51
Liberty	3,581 00	4,163 47	10 80	588 87	— 578 07
Madison	13,659 73	10,177 47	3,482 26	.....	+ 3,482 26
Manatee	8,030 18	10,472 07	62 93	2,441 89	— 2,378 94
Marion	28,331 97	34,915 69	270 64	6,583 72	— 6,313 08
Monroe	16,360 76	16,474 35	1,440 31	813 59	+ 626 72
Nassau	12,633 90	18,281 91	1,549 15	5,648 01	— 4,098 86
Orange	42,379 08	45,639 95	5,459 18	6,759 91	— 1,300 73
Osceola	6,984 66	6,612 40	716 78	356 69	+ 360 09
Pasco	7,836 31	8,871 21	.....	2,824 90	— 2,824 90
Polk	24,385 62	22,846 69	1,538 93	.....	+ 1,538 93
Putnam	23,361 33	18,409 12	5,100 71	148 50	+ 4,952 21
St. Johns	13,637 67	18,831 15	406 64	5,193 48	— 4,786 84
Santa Rosa	10,875 04	10,344 25	988 47	407 80	+ 580 67
Sumter	8,823 36	11,591 59	.....	3,125 28	— 3,125 28
Suwannee	18,376 92	15,245 79	3,131 13	.....	+ 3,131 13
Taylor	3,365 58	3,036 81	328 77	71 56	+ 257 21
Volusia	27,124 15	21,766 35	5,357 80	.....	+ 5,357 80
Wakulla	2,846 44	2,499 26	347 18	.....	+ 347 18
Walton	8,220 10	7,587 71	632 39	.....	+ 632 39
Washington	9,655 29	9,115 32	539 97	.....	+ 539 97

PART VII.

SCHOOL CENSUS OF 1896 AND STATISTICAL TABLES FOR THE SCHOOL YEAR ENDING JUNE 30, 1896.

The first three of the following Tables gives the School Census of 1896, showing the number of educable youth of school age by sex and race, their educational status, number of illiterates between 10 and 21 years of age, and the number of defective youth in the State.

The educational statistics for the school year ending June 30, 1896, begin with Table IV. As many important facts have been exhibited as the time and the nature of the reports made the Department would permit. It was desirable to bring out some facts which are not presented, but the incompleteness of certain reports prevented a showing of the State on those points, and not caring for exhibits of data from only a part of the counties, such items were omitted.

Only those who have experience have any conception of the care and labor the following Statistical Tables have cost.

It is not claimed that all statements are absolutely correct, but as nearly so as could be made from the data furnished the Department.

All percentages are correct within one-half of one per cent., and all salaries are correct within one-half a cent (according to data furnished), to avoid the use of more figures this was deemed sufficiently accurate.

While the showing denotes a healthy condition of public education within the State, still those capable of discerning the true status, through statistics, will be able also to read a great public duty yet to be performed in the matter of educating the masses.

Table XIII, in the average number of days schooling given annually to every child rapidly growing into citizenship, must convince the most hopeful that the masses of the future can be but partially educated, unless something is done to get more of the educable population into the schools and to give them more days schooling.

E I.—CENSUS OF YOUTH OF SCHOOL AGE (6 TO 21) JUNE 1, 1896.

AME OF OUNTY.	Total Youth.			Total.		Males.		Females.	
	6 to 21.	White.	Negro.	Males.	Females.	White.	Negro.	White.	Negro.
e State	152598	86196	66402	78666	73932	45297	33369	40899	33033
ıua.....	9083	3945	5138	4713	4370	2050	2663	1895	2475
:.....	1374	1148	226	722	652	612	110	536	116
'ord.	2926	2285	641	1598	1328	1267	331	1018	310
ırd..	1238	1000	238	626	612	504	122	496	116
·un.....	1083	842	241	577	506	454	123	388	118
s.....	947	732	215	517	430	398	119	334	96
.....	1722	1352	370	901	821	704	197	648	173
nbia	4515	2277	2238	2302	2213	1205	1097	1072	1141
.....	640	549	91	341	299	302	39	247	52
to	2466	2405	61	1333	1133	1302	31	1103	30
l	10482	4228	6254	5265	5217	2184	3081	2044	3173
nbia.....	7036	4184	2852	3492	3544	2112	1380	2072	1472
xlin.....	967	544	423	479	488	277	202	267	221
len.....	5048	1738	3310	2576	2472	905	1671	833	1639
ilton	3123	2005	1118	1710	1413	1078	632	927	486
ando ...	1051	620	431	549	502	338	211	282	220
ɔorough .	8108	6547	1561	4197	3911	3395	802	3152	759
ıes	2377	2295	82	1245	1132	1197	48	1098	34
son.. ...	7663	3391	4272	3994	3669	1817	2177	1574	2095
rson.	6549	1271	5278	3353	3196	648	2705	623	2573
vette	1224	1200	24	686	538	676	10	524	14
... .	2281	1696	585	1233	1048	911	322	785	263
.....	677	654	23	341	336	330	11	324	12
.....	9251	912	8339	4638	4613	457	4181	455	4158
.....	2519	1638	881	1347	1172	881	466	757	415
·ty... ...	687	394	293	360	327	201	159	193	134
son.....	5917	2195	3722	3024	2893	1146	1878	1049	1844
ıtee.....	1249	1183	66	666	583	631	35	552	31
ɔn.....	7727	3162	4565	3889	3838	1676	2213	1486	2352
'oe..	4613	3277	1336	2245	2368	1630	615	1647	721
ıu.....	2749	1413	1336	1423	1326	761	662	652	674
ge	3098	2061	1037	1499	1599	1031	468	1030	569
ɔla	1083	930	153	567	516	487	80	443	73
ɔ.... ...	1426	1328	98	752	674	700	52	628	46
.....	3409	3019	390	1869	1540	1687	182	1332	208
am.....	3477	1826	1651	1796	1681	954	842	872	809
ohns.....	2166	1477	689	1048	1118	735	313	742	376
ı Rosa ...	3512	2631	881	1852	1660	1405	447	1226	434
;er.....	1761	1265	496	906	855	643	263	622	233
ınnee....	4660	2425	2235	2386	2274	1262	1124	1163	1111
ɔr	1135	1074	61	623	512	590	33	484	28
sia	2526	1641	885	1277	1249	845	432	796	453
ulla.....	1231	658	573	675	556	378	297	280	276
on.....	2965	2506	459	1575	1390	1338	237	1168	222
ıington..	2857	2273	584	1499	1358	1193	306	1080	278

TABLE II, CENSUS OF 1896—CONTINUED.

NAME OF COUNTY.	Youth between 18 and 21.	Youth between 6 and 18.	The Latter Divided.		Youth 10 years of age and under.		Illiterates between 10 & 21.				Defective Youth.			
							Cannot read.		Cannot write		Deaf.		Blind.	
			White.	Negro.	White.	Negro.	White.	Negro.	White.	Negro.	White.	Negro.	White.	Negro.
Whole State	15255	137343	77362	59981	36166	30046	2033	4719	3164	6988	61	44	17	24
Alachua	903	8180	3530	4650	1458	2124	36	139	33	118	3	7	2	5
Baker	180	1194	997	197	450	102	14	.....	109	.....	4	.....	.....	.....
Bradford	221	2705	2107	598	1129	281	66	47	93	93	1	.....	3	1
Brevard	118	1120	892	228	412	133	3	3	3	3	4	.....	.....	.....
Calhoun	129	954	746	208	386	81	1	39	1	50	.....	.....	.....	.....
Citrus	112	835	650	185	299	103	1	3	7	3	.....	.....	.....	.....
Clay	140	1582	1236	346	589	176	6	4	14	3	.....	.....	1	.....
Columbia	529	3986	1999	1987	874	875	22	147	34	241	1	.....	1	2
Dade	56	584	497	87	257	49	3	.....	3	5	5	.....	.....	.....
DeSoto	273	2193	2136	57	970	31	22	1	30	1	4	.....	.....	.....
Duval	1092	9390	3816	5574	1815	2860	28	229	26	230	.....	1	2	2
Escambia	653	6383	3776	2607	1778	1358	30	52	32	52	2	.....	.....	.....
Franklin	62	905	518	387	232	200	7	12	10	43	.....	.....	.....	.....
Gadsden	531	4517	1519	2998	746	1428	22	395	29	552	3	8	.....	2
Hamilton	365	2758	1762	996	827	537	68	170	184	320	.....	.....	.....	.....
Hernando	139	912	535	377	242	177	.....	15	.....	16	.....	.....	.....	.....
Hillsboro'	641	7467	6010	1457	2842	775	3	59	3	50	1	2	.....	.....
Holmes	269	2108	2028	80						18	111	.....	.....	.....

Jackson	796	[illegible]	[illegible]											
Jefferson	776	5773	1124	4649	485	2202	15	716	18	1219		2		
Lafayette	101	1123	1103	20	469	9	43	5	69	7				
Lake	229	2052	1507	545	711	269	2	13	2	29	2	2		
Lee	76	601	580	21	262	15	10		14					
Leon	808	8443	832	7611	421	4102	1	937	1	1080		3		
Levy	247	2272	1478	794	695	411	24	34	35	77	2	1		1
Liberty	76	611	357	254	173	39	13	35	48	98		1		
Madison	514	5403	2016	3387	899	1780	43	446	94	739	3	1		1
Manatee	159	1090	1031	59	479	26	43	7	52	14				
Marion	760	6967	2796	4171	1303	2021	5	173	5	277	2	2		1
Monroe	471	4142	2962	1180	1507	563	61	28	93	113	1			
Nassau	253	2496	1275	1221	573	563	298	205	391	251	5	4	1	3
Orange	294	2804	1832	972	851	524	40	23	19	14			2	
Osceola	165	918	833	85	411	68	11		14	15	1	2	1	
Pasco	161	1265	1176	89	573	50	375	60	375	60			1	
Polk	373	3036	2671	365	1149	168	4	3	9	4	1			
Putnam	350	3127	1631	1496	696	724	7	31	16	62	1	2		3
St. Johns	149	2017	1372	645	656	321	3		1		1			
Santa Rosa	406	3106	2330	776	1056	347	31	28	93	112				1
Sumter	153	1608	1146	462	532	220	2	5	7	13				
Suwannee	465	4195	2178	2017	1024	979	54	111	144	289		3		
Taylor	28	1107	1050	57	472	21	38	30	38	30	3			
Volusia	238	2288	1472	816	674	409	5	8	5	8		2	2	
Wakulla	133	1098	590	508	321	225	8	63	12	128	1	1		2
Walton	338	2627	2224	403	1025	203	50	19	203	85	3			
Washington	323	2534	2002	532	895	269	98	41	116	48	3		1	

TABLE III.—CENSUS OF JUNE 1, 1896. CONTINUED—SHOWING THE EDUCATIONAL STATUS OF THE YOUTH OF THE STATE.

COUNTIES.	No. in Chart.			First Reader.			Second Reader.			Third Reader.			Fourth Reader.			Fifth Reader.			High'r Branches		
	Tot'l	White.	Negro.	Tot'l	White.	Negro.	Tot'l	White.	Negro.	Tot'l	White.	Negro.	Tot'l	White.	Negro.	Tot'l	White.	Negro.	Tot'l	White.	Negro.
Whole State ..	21605	9785	11820	22705	11856	10849	22294	11856	10438	22060	12903	9157	21873	14473	7400	12783	9545	3238	13879	11935	1944
Alachua.....	1841	483	1358	1478	517	961	1569	671	898	1581	682	899	1388	745	643	527	390	137	651	558	93
Baker.....	261	196	65	278	259	19	249	192	57	214	168	46	187	167	20	126	114	12	53	52	1
Bradford.....	480	369	111	377	251	126	471	363	108	546	455	91	574	524	50	277	263	14	260	255	5
Brevard.....	117	88	29	186	127	59	198	144	54	173	140	33	211	171	40	182	171	11	145	143	2
Calhoun.....	192	130	62	193	153	40	175	126	49	155	118	37	138	121	17	23	21	2	82	82	....
Citrus.....	87	53	34	106	60	46	137	88	49	143	104	39	182	158	24	104	89	15	145	143	2
Clay.....	266	174	92	331	254	77	254	201	53	242	180	62	287	228	59	155	144	11	171	159	12
Columbia.....	640	153	487	560	252	308	583	300	283	630	350	280	552	331	221	365	231	134	377	350	27
Dade	90	80	10	72	60	12	110	91	19	104	79	25	114	98	16	91	85	6	52	49	3
DeSoto.....	235	226	9	275	267	8	316	308	8	422	409	13	488	479	9	269	260	9	322	321	1
Duval.....	2409	731	1678	768	233	535	1604	536	1078	1584	559	1025	1431	584	847	994	544	450	1419	1010	409
Escambia	443	249	194	1078	479	599	1490	808	682	1287	750	537	931	606	325	560	381	179	762	667	95
Franklin.....	91	30	61	149	73	76	131	69	62	136	78	58	173	99	74	115	86	29	70	68	2
Gadsden.....	363	124	239	550	169	381	611	182	429	583	215	368	664	275	389	402	232	170	335	306	29
Hamilton	476	232	244	545	347	198	486	302	184	399	279	120	341	282	59	228	209	19	64	64	.....
Hernando.....	171	56	115	179	104	75	218	100	118	175	95	80	192	100	92	78	74	4	91	91	

Lake	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Lee	91	87	4	81	79	2	89	87	2	109	106	3	109	101	8	125	122	3	73	72	1
Leon	476	32	444	1158	100	1058	916	107	809	638	101	537	517	133	384	295	145	150	165	151	14
Levy	339	184	155	480	255	225	366	217	149	365	246	119	455	320	135	347	190	157	170	165	5
Liberty	175	51	124	74	70	4	104	49	55	113	63	50	100	69	31	47	34	13	28	26	2
Madison	1939	381	1558	742	281	461	684	223	461	693	303	390	607	318	289	332	243	89	366	290	76
Manatee	110	101	9	148	134	14	187	169	18	204	195	9	272	267	5	148	143	5	146	146	....
Marion	1247	320	927	1071	352	719	1168	370	798	1344	537	807	1243	593	650	695	470	225	612	503	109
Monroe	928	621	307	700	490	210	694	498	196	623	437	186	638	463	175	725	528	197	173	121	52
Nassau	510	190	320	486	277	209	409	183	226	390	210	180	507	257	250	203	165	38	773	437	336
Orange	209	71	138	300	134	166	373	197	176	468	269	199	480	300	180	416	328	88	650	563	97
Osceola	167	138	29	134	104	30	181	161	20	200	169	31	163	144	19	70	59	11	147	142	5
Pasco	192	166	26	243	209	34	161	149	12	217	208	9	227	213	14	204	201	3	182	182	.....
Polk	421	354	67	353	310	43	427	390	37	548	461	87	691	605	86	463	425	38	498	498	.....
Putnam	283	97	186	533	224	309	524	280	244	544	255	289	659	355	304	419	286	133	344	291	53
St. Johns	203	151	52	346	208	138	321	159	162	414	264	150	385	273	112	321	243	78	182	174	8
Santa Rosa	326	262	64	568	366	202	568	404	164	502	381	121	613	478	135	349	271	78	292	289	3
Sumter	266	154	112	285	178	107	247	159	88	279	185	94	367	290	77	215	197	18	103	103	....
Suwannee	1282	517	765	661	281	380	658	319	339	656	340	316	712	424	288	235	180	55	453	362	91
Taylor	262	241	21	180	174	6	175	173	2	135	135	.....	198	196	2	85	85	...	55	55	...
Volusia	272	157	115	336	172	164	335	183	152	329	213	116	538	341	197	177	65	112	409	375	34
Wakulla	268	136	132	145	72	73	183	92	91	238	117	121	141	87	54	31	20	11	163	144	19
Walton	211	178	33	518	421	97	419	326	93	417	345	72	444	387	57	447	414	33	214	213	1
Washington	515	325	190	440	345	95	412	306	106	416	336	80	467	408	59	159	138	21	306	305	1

ABLE IV.—SHOWING NUMBER OF SCHOOLS. ENROLLMENT. AND PER-CENTAGES FOR SCHOOL YEAR ENDING JUNE 38, 1896.

1895–96. COUNTIES.	No. of Schools.			Enrollment of Resident Pupils by Races			From other C'nties		Per cent. pop't n (6 to 21) Enroll'd.		
	Total	White.	Negro.	Total.	White.	Negro.	White.	Negro.	Both races	White.	Negro.
Whole State	2,350	1781	560	*100,041	63,294	36747	292	40	‡66	74	55
Alachua	115	72	43	5288	2731	2557	29	..	59	69	49
Baker	36	33	3	1153	991	162	..	..	84	86	72
Bradford	54	45	9	2880	2305	575	..	..	98	†101	90
Brevard	47	39	8	971	794	177	..	..	78	79	74
Calhoun	26	21	5	666	579	87	3	..	61	69	36
Citrus	31	26	5	737	619	118	1	..	78	85	55
Clay	46	40	6	1281	1043	238	..	..	74	77	64
Columbia	72	46	26	3407	1881	1526	43	..	75	83	68
Dade	17	15	2	468	368	100		...	73	62	†110
DeSoto	58	56	2	2050	1996	54	3	..	83	83	89
Duval	80	48	32	5719	2889	2830	..	..	55	68	45
Escambia	65	44	21	4215	2754	1461	..	..	60	66	51
Franklin	5	3	2	633	389	244	..	..	65	72	58
Gadsden	65	39	26	3112	1285	1827	..	..	62	74	5[illegible]
Hamilton	56	41	15	1969	1320	649	..	..	63	66	5[illegible]
Hernando	22	16	6	693	474	219	21	..	66	76	5[illegible]
Hillsboro'	88	73	15	4442	3629	813	..	..	55	55	5[illegible]
Holmes	42	40	2	1856	1816	40	9	..	78	79	4[illegible]
Jackson	97	57	40	5445	2623	2822	15	11	71	77	6[illegible]
Jefferson	45	24	21	3313	953	2360	..	..	51	75	4[illegible]
Lafayette	41	40	1	778	754	24	..	..	64	63	†1[illegible]
Lake	55	46	9	1850	1465	385	36	..	81	86	[illegible]6
Lee	14	13	1	395	375	20	..	..	58	57	[illegible]7
Leon	68	32	36	3986	671	3315	6	..	43	74	40
Levy	46	36	10	1619	1151	468	7	..	64	68	53
Liberty	15	11	4	454	274	180	..	..	66	70	61
Madison	79	53	26	3467	1713	1754	..	..	59	78	47
Manatee	33	32	1	1074	1035	39	4	..	86	87	59
Marion	110	74	36	5272	2411	2861	18	..	68	76	63
Monroe	10	8	2	2087	1400	687	...	..	45	43	51
Nassau	59	43	16	1804	965	839	..	..	56	68	63
Orange	55	42	13	2547	1725	822	..	..	82	84	79
Osceola	29	25	4	875	746	129	.	..	81	80	84
Pasco	41	39	2	1123	1071	52	...	..	79	81	53
Polk	82	75	7	2910	2561	349	4	..	85	85	87
Putnam	65	43	22	2547	1368	1179	4	18	73	75	71
St. Johns	36	29	7	1609	1061	548	..	..	74	72	80
Santa Rosa	65	57	8	2542	1992	550	..	..	72	76	62
Sumter	50	42	8	1350	1002	348	12	..	77	79	70
Suwannee	83	55	28	3333	1861	1472	9	11	72	77	66
Taylor	28	28	..	758	758	.....	..	..	67	71	..
Volusia	54	40	14	1858	1130	728	..	..	74	69	82
Wakulla	31	22	9	1047	655	392		..	85	100	68
Walton	67	59	8	2203	1952	251	24	..	74	78	55
Washington	67	59	8	2255	1759	496	44	..	79	77	85

*The total enrollment of the State, including pupils from other counties, is 100,373.

‡All percentages correct within or e-half of one per cent; the percentages for the State include pupils from other counties.

†Evidently due to error in census.

TABLE V.—SHOWING ENROLLMENT BY SEX AND RACE.

1895-96. COUNTIES.	Enrollment by Sex and Race.						*Non-Residents—From other Counties.					
	Males.			Females.			Males.			Females.		
	Both Races.	White.	Negro.	Both Races.	White.	Negro.	Both Races.	White.	Negro.	Both Races.	White	Negro.
Whole State	50483	33032	17451	49558	30262	19296	177	156	21	155	136	19
Alachua	2571	1407	1164	2717	1324	1393	14	14	..	15	15	..
Baker	607	535	72	546	456	90	....	....	..	..	..	..
Bradford	1555	1256	299	1325	1049	276	....	....	..	..	..	..
Brevard	459	376	83	512	418	94	....	....	..	..	..	..
Calhoun	337	297	40	329	282	47	2	2	...	1	1	...
Citrus	392	331	61	345	288	57	....	....	..	1	1	..
Clay	636	530	106	645	513	132	....	....	...	..	..	..
Columbia	1700	993	707	1707	888	819	20	20	..	23	23	..
Dade	232	183	49	236	185	51	....	....	..	..	..	..
DeSoto	1104	1075	29	946	921	25	2	2	..	1	1	..
Duval	2779	1440	1339	2940	1449	1491	....	....	..	..	...	...
Escambia	2068	1382	686	2147	1372	775	....	....	..	..	..	...
Franklin	313	200	113	320	189	131	.....	....	..	..	..	..
Gadsden	1574	658	916	1538	627	911	....	....	..	..	..	..
Hamilton	1020	716	304	949	604	345	....	.....	..	..	..	...
Hernando	361	254	107	332	220	112	11	11	..	10	10	..
Hillsborough	2287	1897	390	2155	1732	423	.....	....	..	..	...	..
Holmes	965	948	17	891	868	23	6	6	..	3	3	...
Jackson	2824	1415	1409	2621	1208	1413	19	11	8	7	4	3
Jefferson	1646	466	1180	1667	487	1180	....	....	..	..	..	..
Lafayette	488	478	10	290	276	14	....	....	..	.	...	..
Lake	925	726	199	925	739	186	20	20	..	16	16	..
Lee	183	174	9	212	201	11	....	....	.	..	...	..
Leon	1879	343	1536	2107	328	1779	2	2	...	4	4	..
Levy	826	602	224	793	549	244	4	4	..	3	3	..
Liberty	234	140	94	220	134	86	....	...	..	..	..	..
Madison	1661	906	755	1806	807	999	...	..	..	..	.	..
Manatee	572	550	22	502	485	17	2	2	..	2	2	..
Marion	2568	1265	1303	2704	1146	1558	5	5	..	13	13	..
Monroe	1027	724	303	1060	676	384	....	...	..	..	..	..
Nassau	863	464	399	941	501	440	...	.....	..	..	..	..
Orange	1249	873	376	1298	852	446	....	.....	..	..	...	..
Osceola	457	378	79	418	368	50	....	....	..	..	..	..
Pasco	560	534	26	563	537	26	....	....	..	..	...	..
Polk	1504	1347	157	1406	1214	192	2	2	...	2	2	...
Putnam	1264	710	554	1283	658	625	11	3	8	11	1	10
St. Johns	808	549	259	801	512	289	....	....	..	..	...	..
Santa Rosa	1337	1062	275	1205	930	275	...	.....	..	..	..	..
Sumter	645	484	161	705	518	187	11	11	..	1	1	.
Suwannee	1741	1041	700	1592	820	772	10	5	5	10	4	6
Taylor	407	407	.....	351	351	....	....	....	..	..	..	..
Volusia	958	591	367	900	539	361	....	....	..	.	..	..
Wakulla	571	374	197	476	281	195	....	....	..	..	...	...
Walton	1173	1045	128	1030	907	123	12	12	..	12	12	..
Washington	1153	906	247	1102	853	249	24	24	..	20	20	...

*Not included in the regular county enrollment, first section of the table.

TABLE VI. SHOWING AVERAGE DAILY ATTENDANCE, (NON RESIDENTS NOT INCLUDED), AND PERCENTAGE OF ATTENDANCE COMPARED WITH ENROLLMENT.

1894-95. COUNTIES.	Average Number Attending School Each Day.			Males.		Females.		Percentage of Attendance, or No. in daily Attendance for each 100 Enrolled.		
	Both Races.	White.	Negro.	White.	Negro.	White.	Negro.	Both Races.	White.	Negro.
Whole State	[illegible]	43862	24143	22287	11896	19675	12247	66	66	66
[illegible]	3874	2941	1733	975	788	[illegible]	945	69	71	68
Baker	[illegible]	658	130	348	53	[illegible]	77	68	66	80
[illegible]	[illegible]	1638	412	871	205	[illegible]	207	71	71	72
[illegible]	882	552	126	253	62	[illegible]	64	70	70	71
[illegible]	402	339	63	171	29	168	34	60	59	72
[illegible]	491	405	86	218	45	187	41	67	65	72
[illegible]	822	658	164	340	77	318	87	64	63	69
[illegible]	2288	1288	1000	663	449	625	551	67	68	6[illegible]
[illegible]	301	230	71	112	37	118	34	64	63	7[illegible]
[illegible]	1467	1426	41	740	21	686	20	72	71	7[illegible]
[illegible]	3647	1913	1734	992	792	921	942	64	66	[illegible]
[illegible]	2818	1822	996	1822	996	.....	....	67	66	[illegible]
[illegible]	349	207	142	98	64	109	78	55	53	[illegible]
[illegible]	2028	891	1137	438	588	453	549	65	69	[illegible]
Hamilton	1029	732	297	388	144	344	153	52	55	[illegible]
Hernando	488	342	146	171	70	171	76	70	72	[illegible]
Hillsborough	2725	2219	506	1140	256	1079	250	61	61	[illegible]
Holmes	962	939	23	489	7	450	16	52	52	[illegible]
Jackson	3011	1472	1539	747	754	725	785	55	56	55
Jefferson	2434	666	1768	327	871	339	897	73	70	75
Lafayette	553	535	18	303	8	232	10	71	71	75
Lake	1340	1058	282	552	145	506	137	72	72	73
Lee	268	250	18	113	8	137	10	68	67	90
Leon	2765	469	2296	239	1048	230	1248	69	70	69
Levy	1103	781	322	403	154	378	168	68	68	69
Liberty	298	170	128	82	73	88	55	66	62	71
Madison	1990	908	1082	429	459	479	623	57	53	62
Manatee	773	747	26	409	14	338	12	72	72	67
Marion	3455	1640	1815	807	811	833	1004	66	68	63
Monroe	1473	942	531	478	232	464	299	71	67	77
Nassau	1462	835	627	431	300	404	327	81	87	75
Orange	1807	1289	518	645	248	644	270	71	75	63
Osceola	629	527	102	264	66	233	36	72	71	79
Pasco	774	737	37	369	19	368	18	69	69	71
Polk	2054	1809	245	912	107	897	138	71	71	70
Putnam	1688	941	747	464	355	477	392	66	69	63
St. Johns	1104	729	375	371	175	358	200	69	69	68
Santa Rosa	1815	1415	400	756	203	659	197	71	71	73
Sumter	967	720	247	346	115	374	132	72	72	65
Suwannee	2278	1289	989	673	456	616	533	68	69	66
Taylor	467	467	.....	246	.....	221	...	62	62	....
Volusia	1172	684	488	355	227	329	261	63	61	67
Wakulla	635	412	223	228	111	184	112	61	63	50
Walton	1370	1194	176	619	91	575	85	62	61	78
Washington	1409	1072	337	490	163	582	174	62	61	67

TABLE VII.—SHOWING AGGREGATE NUMBER OF DAYS' SCHOOLING GIVEN, THE AVERAGE LENGTH OF SCHOOL TERM, AND THE AVERAGE NUMBER OF DAYS' SCHOOLING FOR EACH CHILD (6 to 21).

1895–96. COUNTIES.	Aggregate Days Schooling Given.			Average No. of Days the Schools were Taught.			Average days Schooling given each child 6 to 21.		
	To Both Races.	To Whites.	To Negroes.	For Both Races.	White.	Negro.	Both Races.	White.	Negro.
Whole State.	6731814	4507603	2224211	102	107	92	44	52	33
Alachua	338501	216341	122160	92	111	70	37	55	24
Baker	62240	52640	9600	79	80	74	45	46	42
Bradford	177537	145589	31948	87	89	78	61	64	50
Brevard	83460	69464	13996	122	125	111	67	69	59
Calhoun	30297	26120	4177	75	77	66	28	31	17
Citrus	48907	40443	8464	100	106	98	52	55	39
Clay	74458	61418	13040	107	93	80	43	45	35
Columbia	204564	127166	77398	89	99	77	45	56	35
Dade	38223	28883	9340	144	126	731	60	53	*103
DeSoto	141692	137592	4100	97	96	100	57	57	67
Duval	487154	279876	207278	134	147	120	46	66	33
Escambia	382783	268622	114161	136	147	115	54	64	40
Franklin	42000	24960	17040	120	121	120	43	46	40
Gadsden	163737	76516	87221	81	86	77	32	44	26
Hamilton	74548	54731	19817	72	75	67	24	27	18
Hernando	49558	38106	11452	102	111	78	47	61	27
Hillsboro'	326784	287709	39075	120	130	77	40	44	25
Holmes	83945	82565	1380	87	88	60	35	3[illegible]	17
Jackson	278920	153680	125240	93	104	81	36	41	29
Jefferson	229135	79029	150106	94	119	85	35	62	28
Lafayette	44401	42961	1440	80	80	80	36	36	60
Lake	115304	92913	22391	86	88	79	51	55	38
Lee	25446	23682	1764	95	95	98	38	36	77
Leon	311580	60480	251100	113	129	109	34	66	30
Levy	109230	79472	29758	99	102	92	43	49	34
Liberty	23727	13487	10240	80	79	80	35	34	35
Madison	146983	86356	60627	74	95	56	25	39	16
Manatee	81295	78695	2600	105	105	100	65	67	39
Marion	374829	218497	156332	108	133	86	49	69	34
Monroe	231568	145970	85598	157	155	161	50	45	64
Nassau	148664	85964	62700	102	103	100	54	61	47
Orange	214625	153099	61526	119	119	119	69	74	59
Osceola	69712	57862	11850	111	110	116	64	62	77
Pasco	73498	70154	3344	95	95	90	52	53	34
Polk	208759	184539	24220	102	102	98	61	61	62
Putnam	189580	109720	79860	112	117	107	55	60	48
St. Johns	160161	105492	54669	145	145	146	74	71	79
Santa Rosa	156326	124786	31540	86	88	79	45	47	36
Sumter	80336	60720	19616	83	84	79	46	48	40
Suwannee	191127	112763	78364	84	87	79	41	47	35
Taylor	44425	44425	.....	95	95	....	39	41	...
Volusia	133944	84988	48956	114	124	100	53	52	55
Wakulla	50449	32009	18440	79	78	83	41	49	32
Walton	107613	94290	13323	79	79	76	36	38	29
Washington	119789	92829	26960	85	85	80	42	41	46

*Evidently due to incorrect census.

TABLE VIII.—SHOWING NUMBER OF TEACHERS EMPLOYED AND GRADES OF COUNTY CERTIFICATES HELD.

1895–96. COUNTIES.	No. of Teachers Employed.							White.									Negro.								
		White.			Negro.			First Grade.			Second Grade			Third Grade.			First Grade.			Second Grade			Third Grade.		
	Both Races	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.
Whole State..	2508	*1929	753	1176	579	293	286	345	195	150	1121	378	743	445	181	264	42	33	9	249	130	119	288	130	158
Alachua.....	101	79	23	56	22	12	10	14	9	5	56	17	39	17	5	12	....	...	.	18	11	7	4	1	3
Baker.....	27	25	18	7	2	2	....	.....	.....	..	19	14	5	6	4	2	.....	...	.	1	1	...	1	1	...
Bradford.....	64	55	27	28	9	6	3	5	4	1	22	10	12	28	13	15	....	....		...	...	...	9	6	3
Brevard.....	45	41	3	38	4	2	2	4	2	2	18	1	17	9	...	9	4	2	2	...	...	...	...	..	....
Calhoun.....	19	17	8	9	2	2	....	5	2	3	9	5	4	3	1	2	....	....	.	2	2	.....	....	.	...
Citrus.....	32	29	7	22	3	3	....	9	2	7	15	5	10	5	...	5	....	...	.	2	2	....	1	1	.....
Clay.....	30	24	9	15	6	5	1	4	2	2	15	6	9	5	1	4	...	...	.	4	3	1	2	2	...
Columbia.....	70	47	21	26	23	13	10	19	7	12	18	9	9	10	5	5	3	3		7	5	2	13	5	8
Dade	18	16	6	10	2	1	1	6	2	4	7	4	3	3	....	3	.....	.....	..	2	1	1	...	....	...
DeSoto.....	67	65	47	18	2	2	...	11	11	....	36	25	11	18	11	7	....	....	....	....	....	...	2	2	...
Duval.....	157	92	15	77	65	27	38	7	4	3	62	8	54	16	2	14	1	1		31	15	16	33	11	22
Escambia.....	91	63	12	51	28	14	14	5	2	3	41	5	36	17	5	12	3	2	1	15	8	7	10	4	6
Franklin	10	7	1	6	3	2	1	4	1	3	3	..	3	...	...	..				1	1	....	2	1	1
Gadsden.....	81	54	26	28	27	18	9	12	8	4	26	11	15	8	2	6				2	1	1	25	17	8
Hamilton.....	47	36	16	20	11	8	3	9	7	2	19	7	12	8	2	6	2	2		6	4	2	3	2	1
Hernando....	25	22	6	16	3	2	1	6	3	3	12	3	9	4	....	4	..	....	....	..	...	....	3	2	1
Hillsborough.	107	96	33	63	11	6	5	29	11	18	54	20	34	13	2	11	2	2	...	6	2	4	3	2	1
.....	34	33	24	9	1	1	....	10	9	1	13	7	6	10	8	2	....	.....	...	1	1	..		..	....
	97	64	37	27	33	23	10	8	7	1	33	18	15	23	12	11	....	....	...	16	12	4	17	11	6

Jefferson	54	54																								
Lafayette	33	32	27	5	1	1		1	1		16	15	1	15	11	4				1	1					
Lake	65	56	19	37	9	5	4	11	6	5	41	11	30	4	2	2				7	3	4	2	2		
Lee	10	9	6	3	1		1	1	1		6	4	2	2	1	1				1		1				
Leon	75	32	8	24	43	20	23	5	1	4	22	5	17	5	2	3	3	2	1	11	4	7	29	14	15	
Levy	45	38	20	18	7	5	2	9	6	3	20	9	11	9	5	4				1		1	6	5	1	
Liberty	13	11	6	5	2	1	1	1	1		10	5	5										2	1	1	
Madison	34	25	13	12	9	7	2	10	7	3	13	6	7	2		2	8	7	1	1		1				
Manatee	31	30	18	12	1	1		6	4	2	16	8	8	8	6	2				1	1					
Marion	129	88	28	60	41	12	29	9	5	4	56	16	40	23	7	16	3	2	1	21	4	17	17	6	11	
Monroe	31	22	4	18	9	3	6	2	2		17		17	3	2	1	1	1		4	2	2	4		4	
Nassau	80	57	15	42	23	5	18	6	4	2	50	11	39	1		1	1	1		11	4	7	11		11	
Orange	123	86	19	67	37	6	31	9	6	3	62	7	55	15	6	9	2		2	13	4	9	22	2	20	
Osceola	29	26	9	17	3	2	1	9	4	5	10	3	7	7	2	5				1		1	2	2		
Pasco	39	37	18	19	2	1	1	9	4	5	21	9	12	6	4	2				2	1	1				
Polk	93	86	33	53	7	4	3	14	7	7	59	20	39	13	6	7				5	3	2	2	1	1	
Putnam	62	44	11	33	18	9	9	7	3	4	31	5	26	6	3	3	1	1		10	6	4	7	2	5	
St. Johns	52	42	5	37	10	4	6	8	2	6	31	3	28	3		3	2	2		3	1	2	5	1	4	
Santa Rosa	56	48	22	26	8	2	6	9	6	3	23	7	16	16	9	7	2	1	1	1		1	5	1	4	
Sumter	36	30	8	22	6	5	1	4	3	1	21	5	16	5		5				6	5	1				
Suwannee	88	60	32	28	28	18	10	24	15	9	28	16	12	8	1	7	4	4		13	6	7	11	8	3	
Taylor	14	14	9	5				3	3		4	4		7	2	5										
Volusia	62	46	14	32	16	9	7	5	1	4	25	7	18	16	6	10				6	4	2	10	5	5	
Wakulla	20	13	10	3	7	2	5	1	1		7	6	1	5	3	2				2	1	1	5	1	4	
Walton	63	57	27	30	6	6		5	4	1	14	5	9	38	18	20				4	4		2	2		
Washington	49	44	26	18	5	3	2	4	2	2	20	13	7	20	11	9							5	3	2	

*Does not include twelve holders of State Certificates and twenty-one Primary Life Certificates.

TABLE IX.—SHOWING RESULT OF UNIFORM EXAMINATIONS.

1895–96. COUNTIES.	Number of Examinees.	Number Rejected.	Number and Grades of Certificates Issued. To Whites. 1st Grade. Male.	1st Grade. Female.	2d Grade. Male.	2d Grade. Female.	3d Grade. Male.	3d Grade. Female.	To Negroes. 1st Grade. Male.	1st Grade. Female.	2d Gr'd'. Male.	2d Gr'd'. Female.	3d Grade. Male.	3d Grade. Female.
Whole State	2598	896	110	111	183	442	181	290	9	1	53	74	108	140
Alachua	165	75	7	2	4	28	6	17	2	...	5	4	3	12
Baker	19	5	..	1	4		5	2	..	...	1	...	1	....
Bradford	49	12	4	7	3	6	4	8	....	...	1		3	1
Brevard	34	5	2	.	2	15	1	9	...	...		...	.....	
Calhoun	15	8	1	2		...	2	2	...	...	..	..	...	....
Citrus	33	8	3	2	2	13	...	3	..	...	1	..	1	...
Clay	35	12	2	2	4	6	3	3	...	.....	..	2	..	
Columbia	98	20	11	14	7	12	4	6	1	...	3	5	9	
Dade	11	2		1		..	1	7	...	...		..	...	...
DeSoto	69	14	7	1	15	14	13	4	...	...	...	..	1	..
Duval	148	60	1	4	3	31	1	9	1	...	8	11	3	
Escambia	81	32	1	1	2	20	3	11	..	...	1	5	2	
Franklin	4	1		2	...				...	.....	..	1	...	..
Gadsden	38	15	5	3	.		2	6	..	...	.	..	5	
Hamilton	45	20	2	7	6	4	1	5	...	...	..	..	...	
Hernando	22	6	1	4	1	3	..	6	..	.....	.	..	1	..
Hillsboro'	113	8	5	6	19	46	7	11	.....	..	1	3	....	
Holmes	49	19	8	1	5	6	8	2	..	...		..	....	.
Jackson	162	102	6	4	9	6	10	8	..	...	5	1	5	
Jefferson	58	10	2	..	3	10	1	5	...	...	8	2	8	
Lafayette	25	10	3	..	3	1	6	2	...	..	..	..	..	
Lake	47	11	2	2	6	17	4	3	...	.....	1	..	1	
Lee	10	4	1	1	..	2	..	2	...	...	.	..	..	
Leon	79	17	1	4	2	7	3	2	...	..	3	6	16	
Levy	49	12	1	2	4	5	10	6	...	...	..	..	9	
Liberty	12	6	..	2	1	..	..	..	...	...	..	..	2	1
Madison	44	32	..	..	3	4	1	1	...	...	..	..	.....	3
Manatee	24	3	...	.	6	7	6	2	...	...	..	..	.....	....
Marion	177	49	6	6	14	20	17	33	1	..	2	12	7	10
Monroe	39	11	.	1	1	15	..	5	...	..	..	1	1	4
Nassau	63	11	1	1	5	15	1	1	2	...	3	6	3	14
Orange	69	11	..	3	...	33	..	8	...	...	3	7	..	4
Osceola	34	10	...	5	1	6	2	8	...	...	..	..	....	2
Pasco	39	19	1	2	3	5	4	5	...	...		..	...	....
Polk	102	31	4	3	14	19	9	16	...	..	2	..	1	3
Putnam	110	58	1	3	2	11	8	9	1	1	1	4	7	4
St. Johns	36	4	...	3	..	11	...	12	...	...	..	..	2	4
Santa Rosa	40	13	3	1	4	7	4	7	..	...	..	..	...	1
Sumter	47	27	..	1	3	4	2	6	1	...	2	.	1	...
Suwannee	70	31	5	3	1	5	5	8	...	.....	..	..	9	3
Taylor	10	3	1	..	1	3	1	1	..	...	.	..	..	....
Volusia	80	49	1	..	..	6	5	15	...	..	.	..	2	2
Wakulla	25	5	1	...	5	1	2	3	..	...	1	4	2	1
Walton	52	12	7	2	5	10	10	4	...	..	1	..	1	..
Washington	67	23	3	2	10	8	9	7		...	..	..	2	3

TABLE X.—SHOWING FACTS RELATIVE TO TEACHERS EMPLOYED.

1895—96. COUNTIES.	Recipients of some Normal Training.				Attendants on Summer Schools.				Att'd's at State Teachers' As'n.		Subscribers to Educational Journals.		Non-Resident Teachers.			
	White.		Negro.		White.		Negro.						White		Neg.	
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	White.	Negro.	White.	Negro.	Of County.	Of State.	Of County.	Of State.
Whole State	122	183	28	30	142	362	53	84	259	87	1040	278	179	90	78	14
Alachua	6	5	1	..	2	9	1	1	40	..	57	17	4	..	..	..
Baker	....	....	..	..	....	..	..	..	..	..	12	..	7	..	..	..
Bradford	..	....	..	..	....	..	..	..	..	..	..	..	..	..	..	..
Brevard		8	2	1	..	3	..	..	..		.....	..	4	10	..	..
Calhoun	1	3	1	..	2	3	..	..	5	1	12	1	8	..	2	..
Citrus	2	5	2	..	4	14	2	..	13	3	25	3	3	2	2	..
Clay	..	..	..	..	5	11	3	2	..	..	..	..	2	..	2	..
Columbia	....	....	..	..	..	....	..	..	..	..	..	..	5	3	6	..
Dade	3	10	..	..	..	..	..	..	..	..	15	..	..	..	..	..
DeSoto	....	....	..	..	....	..	..	..	..	..	31	..	2	..	..	..
Duval	5	10	1	1	2	7	3	5	52	20	63	37	4	..	7	1
Escambia	....	5	..	..	....	60	8	20	..	..	68	28	2	7	..	..
Franklin	..	2	..	..	....	1	..	1	5	..	....	..	1	..	..	..
Gadsden	1	1	..	..	....	....	..	..	..	..	18	..	..	1	..	..
Hamilton	5	5	..	..	....	..	..	..	3	..	27	7	14	5	10	1
Hernando	....	..	..	..	1	4	..	..	8	..	15	..	4	1	..	..
Hillsboro'	3	7	2	..	33	63	2	4	3	..	90	6	2	13	5	1
Holmes	1	..	..	..	1	..	..	..	2		22	..	3	..	2	..
Jackson	8	4	2	..	....	..	..	..	..	..	40	9	7	..	..	..
Jefferson	1	....	..	..	1	7	3	2	2	..	16	12	3	..	3	..
Lafayette	..	..	..	..	1	..	..	..	2	..	9	..	6	..	1	..
Lake	4	..	..	..	....	5	..	..	8	1	....	..	3	2	2	..
Lee	2	2	..	..	..	..	..	..	..		6	2	..	..	..	..
Leon	..	....	1	3	....	4	4	12	1	8	10	19	2	3	..	2
Levy	7	9	..	..	2	1	3	..	7	2	28	6	2	9	..	2
Liberty	1	....	..	..	....	..	..	..	..	..	8	2	1	..	1	..
Madison	1	....	1	..	1	1	..	..	4	..	4	..	7	..	5	..
Manatee	4	2	..	..	12	10	..	..	1		23	..	8	3	1	..
Marion	14	23	4	14	3	8	2	12	3	19	51	31	6	6	3	2
Monroe	....	....	..	..	....	8	..	..	1	2	20	7	1	1	..	..
Nassau	3	1	..	..	....	1	..	1	18	..	7	9	8	5	..	..
Orange	4	26	1	1	....	2	..	..	5	14	32	15	..	1	..	2
Osceola	....	....	..	..	3	14	2	..	6	2	22	3	2	1	1	..
Pasco	5	3	..	..	8	3	..	..	11	..	25	..	5	1	2	..
Polk	6	4	1	..	25	45	..	..	3	..	75	..	3	..	..	1
Putnam	6	16	6	6	6	11	10	6	7	4	29	18	9	..	4	..
St. Johns	....	2	..	2	5	30	3	11	15	8	20	7	3	5	2	2
Santa Rosa	7	5	1	1	....	..	..	..	..	..	44	4	10	1	2	..
Sumter	1	2	1	..	....	4	3	..	..	..	20	5	12	3	5	..
Suwannee	4	6	..	..	8	12	..	..	30	..	20	..	2	..	..	..
Taylor	....	....	..	..	....	..	..	..	..	..	....	..	..	..	..	..
Volusia	7	13	..	1	8	18	4	7	2	3	32	15	..	..	2	..
Wakulla	..	....	..	..	4	3	..	..	2	..	8	5	4	2	4	..
Walton	5	2	1	..	5	..	..	..	..	..	20	6	6	5	4	..
Washington	5	2	..	..	....	..	..	..	..	..	16	4	4	..	..	..

TABLE XI.—SHOWING AGGREGATE SALARIES PAID TEACHERS.

1895–96. COUNTIES.	Salaries Paid Teachers.						
			Males.			Females.	
	Both Races.	White.	Negro.	White.	Negro.	White.	Negro.
Whole State	$474,514 22	$383,809 35	$90,704 87	$164,919 25	$50,993 22	$218,890 10	$39,711 65
Alachua	23,014 00	18,106 00	4,908 00	8,706 00	3,100 00	9,400 00	1,808 00
Baker	4,220 00	3,720 00	500 00	3,000 00	500 00	720 00	.....
Bradford	8,268 00	7,530 50	737 50	4,390 50	477 50	3,140 00	260 00
Brevard	10,300 55	8,895 55	1,405 00	1,441 20	79 00	7,454 35	615 00
Calhoun	2,322 10	2,071 00	251 10	876 50	251 10	1,194 50	.....
Citrus	6,358 75	5,540 00	818 75	1,600 00	818 75	3,940 00	.....
Clay	7,206 00	6,331 00	875 00	2,948 25	852 50	3,382 75	22 50
Columbia	12,677 25	9,601 75	3,075 50	4,700 50	1,705 50	4,901 25	1,370 00
Dade	4,836 00	4,341 00	495 00	1,575 00	320 00	2,766 0	175 00
DeSoto	11,077 75	10,782 75	295 00	8,415 50	295 00	2,367 25	.....
Duval	39,179 00	27,163 00	12,016 00	6,695 00	4,952 00	20,468 00	7,064 00
Escambia	2,148 10	16,150 55	5,338 55	3,332 05	2,650 90	12,818 50	2,687 65
Franklin	3,070 00	2,350 00	720 00	1,080 00	420 00	1,270 00	300 00
Gadsden	7,489 80	5,447 00	2,042 80	2,491 00	1,362 80	2,956 00	680 00
Hamilton	5,703 62	4,469 25	1,234 37	2,046 50	966 37	2,422 75	268 00
Hernando	5,385 50	4,748 00	637 50	1,840 00	440 00	2,908 00	197 50
Hillsborough	31,780 26	29,099 26	2,681 00	11,897 01	1,541 00	17,202 25	1,140 00
Holmes	5,212 00	5,092 00	120 00	3,750 00	75 00	1,342 00	45 00

Jackson	14,437 00	10,578 00	3,859 00	7,352 00	3,384 00	3,226 00	475 00
Jefferson	8,885 00	6,877 00	2,008 00	2,560 00	1,192 00	4,317 00	816 00
Lafayette	4,376 50	4,256 50	120 00	3,000 00	120 00	1,256 50	.....
Lake	10,553 20	9,483 45	1,069 75	3,853 70	599 75	5,629 75	470 00
Lee	2,717 50	2,552 50	165 00	1,630 00	.....	922 50	165 00
Leon	13,400 00	7,555 00	5,845 00	2,070 00	3,010 00	5,485 00	2,835 00
Levy	8,143 50	6,784 09	1,359 50	3,726 00	1,054 50	3,058 00	305 00
Liberty	1,620 00	1,210 00	410 00	642 00	200 00	568 00	210 00
Madison	9,982 92	7,720 97	2,261 95	4,752 27	1,851 95	2,968 70	410 00
Manatee	7,334 23	7,184 23	150 00	4,788 53	150 00	2,395 70	.....
Marion	24,874 10	19,628 60	5,245 50	7,540 15	1,590 50	12,088 45	3,655 00
Monroe	11,161 33	8,056 33	3,105 00	1,863 33	1,424 00	6,193 00	1,681 00
Nassau	11,813 00	8,455 00	3,358 00	2,872 50	1,150 00	5,582 50	2,208 00
Orange	15,585 00	12,465 00	3,120 00	3,435 00	1,050 00	9,030 00	2,070 00
Osceola	6,771 50	5,957 00	814 50	2,657 00	694 50	3,300 00	120 00
Pasco	8,119 25	7,820 25	299 00	3,704 75	164 00	4,115 50	135 00
Polk	19,103 00	17,778 00	1,325 00	7,669 25	825 00	10,108 75	500 00
Putnam	14,972 50	10,227 50	4,745 00	3,350 00	2,540 00	6,877 50	2,205 00
St. Johns	11,283 01	8,976 01	2,307 00	2,172 76	1,231 50	6,803 25	1,075 50
Santa Rosa	8,086 35	7,141 00	945 35	3,570 00	211 35	3,571 00	734 00
Sumter	6,246 50	4,956 50	1,290 00	1,550 00	1,030 00	3,406 50	260 00
Suwannee	13,883 65	10,108 65	3,775 00	5,954 50	2,655 00	4,154 15	1,120 00
Taylor	2,220 50	2,220 50	.....	1,698 50	.....	522 00	.....
Volusia	11,890 00	9,104 75	2,785 25	2,775 00	1,625 75	6,329 75	1,159 50
Wakulla	2,432 00	1,782 00	650 00	1,425 00	440 00	357 00	210 00
Walton	7,533 00	6,792 00	741 00	3,392 00	741 00	3,400 00	.....
Washington	7,500 00	6,700 00	800 00	4,130 00	540 00	2,570 00	260 00

TABLE IV.—SHOWING NUMBER OF SCHOOLS, ENROLLMENT, AND PERCENTAGES FOR SCHOOL YEAR ENDING JUNE 38, 1896.

1895–96. COUNTIES.	No. of Schools.			Enrollment of Resident Pupils by Races			From other C'nties			Per cent. pop't n (6 to 21) Enroll'd.	
	Total	White.	Negro.	Total.	White.	Negro.	White.	Negro.	Both races	White.	Negro.
Whole State	2350	1781	560	*100,041	63,294	36747	292	40	‡66	74	55
Alachua	115	72	43	5288	2731	2557	29	..	59	69	49
Baker	36	33	3	1153	991	162	.	.	84	86	72
Bradford	54	45	9	2880	2305	575	.		98	†101	90
Brevard	47	39	8	971	794	177	..	..	78	79	74
Calhoun	26	21	5	666	579	87	3	.	61	69	36
Citrus	31	26	5	737	619	118	1	..	78	85	55
Clay	46	40	6	1281	1043	238	..	..	74	77	64
Columbia	72	46	26	3407	1881	1526	43	..	75	83	68
Dade	17	15	2	468	368	100		...	73	62	†110
DeSoto	58	56	2	2050	1996	54	3	..	83	83	89
Duval	80	48	32	5719	2889	2830	..	..	55	68	45
Escambia	65	44	21	4215	2754	1461	..	..	60	66	51
Franklin	5	3	2	633	389	244	.	.	65	72	58
Gadsden	65	39	26	3112	1285	1827	..	..	62	74	55
Hamilton	56	41	15	1969	1320	649	..	..	63	66	58
Hernando	22	16	6	693	474	219	21	..	66	76	51
Hillsboro'	88	73	15	4442	3629	813	..	..	55	55	52
Holmes	42	40	2	1856	1816	40	9	..	78	79	49
Jackson	97	57	40	5445	2623	2822	15	11	71	77	64
Jefferson	45	24	21	3313	953	2360	..	..	51	75	45
Lafayette	41	40	1	778	754	24	..	..	64	63	†100
Lake	55	46	9	1850	1465	385	36	..	81	86	66
Lee	14	13	1	395	375	20	..	.	58	57	87
Leon	68	32	36	3986	671	3315	6	..	43	74	40
Levy	46	36	10	1619	1151	468	7	..	64	68	53
Liberty	15	11	4	454	274	180	..	..	66	70	61
Madison	79	53	26	3467	1713	1754	..	..	59	78	47
Manatee	33	32	1	1074	1035	39	4	..	86	87	59
Marion	110	74	36	5272	2411	2861	18	..	68	76	63
Monroe	10	8	2	2087	1400	687	...	..	45	43	51
Nassau	59	43	16	1804	965	839	..	..	56	68	63
Orange	55	42	13	2547	1725	822	..	..	82	84	79
Osceola	29	25	4	875	746	129	.	..	81	80	84
Pasco	41	39	2	1123	1071	52	...	..	79	81	53
Polk	82	75	7	2910	2561	349	4	..	85	85	87
Putnam	65	43	22	2547	1368	1179	4	18	73	75	71
St. Johns	36	29	7	1609	1061	548	..	..	74	72	80
Santa Rosa	65	57	8	2542	1992	550	..	..	72	76	62
Sumter	50	42	8	1350	1002	348	12	..	77	79	70
Suwannee	83	55	28	3333	1861	1472	9	11	72	77	66
Taylor	28	28	..	758	758	.....	..	..	67	71	..
Volusia	54	40	14	1858	1130	728	..	..	74	69	82
Wakulla	31	22	9	1047	655	392		.	85	100	68
Walton	67	59	8	2203	1952	251	24	..	74	78	55
Washington	67	59	8	2255	1759	496	44	..	79	77	85

*The total enrollment of the State, including pupils from other counties, is 100,373.

‡All percentages correct within one-half of one per cent; the percentages for the State include pupils from other counties.

†Evidently due to error in census.

TABLE V.—SHOWING ENROLLMENT BY SEX AND RACE.

1895-96. COUNTIES.	Enrollment by Sex and Race.						*Non-Residents—From other Counties.					
	Males.			Females.			Males.			Females.		
	Both Races.	White.	Negro.	Both Races.	White.	Negro.	Both Races.	White.	Negro.	Both Races.	White	Negro.
Whole State	50483	33032	17451	49558	30262	19296	177	156	21	155	136	19
Alachua	2571	1407	1164	2717	1324	1393	14	14	..	15	15	..
Baker	607	535	72	546	456	90	....	....	..	..	..	..
Bradford	1555	1256	299	1325	1049	276	....	....	..	..	..	..
Brevard	459	376	83	512	418	94	....	....	..	..	..	..
Calhoun	337	297	40	329	282	47	2	2	...	1	1	...
Citrus	392	331	61	345	288	57	....	....	..	1	1	..
Clay	636	530	106	645	513	132	....	...	...	..	..	..
Columbia	1700	993	707	1707	888	819	20	20	..	23	23	..
Dade	232	183	49	236	185	51	....	....	..	..	..	..
DeSoto	1104	1075	29	946	921	25	2	2	..	1	1	..
Duval	2779	1440	1339	2940	1449	1491	....	....	..	..	...	...
Escambia	2068	1382	686	2147	1372	775	....	....	..	..	..	...
Franklin	313	200	113	320	189	131	.....	....	..	..	..	..
Gadsden	1574	658	916	1538	627	911	....	....	..	..	..	..
Hamilton	1020	716	304	949	604	345	....	.....	..	..	..	...
Hernando	361	254	107	332	220	112	11	11	..	10	10	..
Hillsborough	2287	1897	390	2155	1732	423	.....	....	..	..	...	..
Holmes	965	948	17	891	868	23	6	6	..	3	3	...
Jackson	2824	1415	1409	2621	1208	1413	19	11	8	7	4	3
Jefferson	1646	466	1180	1667	487	1180	....	....	..	..	..	..
Lafayette	488	478	10	290	276	14	....	....	..	.	...	..
Lake	925	726	199	925	739	186	20	20	..	16	16	..
Lee	183	174	9	212	201	11	....	...	.	..	...	..
Leon	1879	343	1536	2107	328	1779	2	2	...	4	4	..
Levy	826	602	224	793	549	244	4	4	..	3	3	..
Liberty	234	140	94	220	134	86	....	...	..	..	..	..
Madison	1661	906	755	1806	807	999	...	..	..	..	.	..
Manatee	572	550	22	502	485	17	2	2	..	2	2	..
Marion	2568	1265	1303	2704	1146	1558	5	5	..	13	13	..
Monroe	1027	724	303	1060	676	384	....	..	..	..	..	..
Nassau	863	464	399	941	501	440	...	.....	..	..	..	..
Orange	1249	873	376	1298	852	446	..	.....	..	..	...	..
Osceola	457	378	79	418	368	50	....	....	..	..	..	..
Pasco	560	534	26	563	537	26	....	....	..	..	...	..
Polk	1504	1347	157	1406	1214	192	2	2	...	2	2	...
Putnam	1264	710	554	1283	658	625	11	3	8	11	1	10
St. Johns	808	549	259	801	512	289	....	....	..	..	...	..
Santa Rosa	1337	1062	275	1205	930	275	..	.....	..	..	..	..
Sumter	645	484	161	705	518	187	11	11	..	1	1	.
Suwannee	1741	1041	700	1592	820	772	10	5	5	10	4	6
Taylor	407	407	.....	351	351	....	....	...	..	..	..	..
Volusia	958	591	367	900	539	361	....	....	..	.	..	..
Wakulla	571	374	197	476	281	195	....	....	..	..	...	...
Walton	1173	1045	128	1030	907	123	12	12	..	12	12	..
Washington	1153	906	247	1102	853	249	24	24	..	20	20	...

*Not included in the regular county enrollment, first section of the table.

BLE VI.—SHOWING AVERAGE DAILY ATTENDANCE, (NON RESIDENTS NOT INCLUDED), AND PERCENTAGE OF ATTENDANCE COMPARED WITH ENROLLMENT.

1895-96. COUNTIES.	Average Number Attending School Each Day.							Percentage of Attendance, or No. in daily Attendance for each 100 Enrolled.		
				Males.		Females.				
	Both Races.	White.	Negro.	White.	Negro.	White.	Negro.	Both Races.	White.	Negro.
Whole State..	66135	41962	24143	22287	11896	19675	12247	66	66	66
Alachua.....	3674	1941	1733	975	788	966	945	69	71	68
Baker.....	788	658	130	348	53	310	77	68	66	80
Bradford.....	2050	1638	412	871	205	767	207	71	71	72
Brevard.....	682	552	126	253	62	303	64	70	70	71
Calhoun.....	402	339	63	171	29	168	34	60	59	72
Citrus.....	491	405	86	218	45	187	41	67	65	73
Clay.....	822	658	164	340	77	318	87	64	63	69
Columbia.. ..	2288	1288	1000	663	449	625	551	67	68	66
Dade.....	301	230	71	112	37	118	34	64	63	71
DeSoto.....	1467	1426	41	740	21	686	20	72	71	76
Duval.....	3647	1913	1734	992	792	921	942	64	66	61
Escambia.....	2818	1822	996	1822	996	.....	....	67	66	68
Franklin.....	349	207	142	98	64	109	78	55	53	58
Gadsden	2028	891	1137	438	588	453	549	65	69	62
Hamilton.....	1029	732	297	388	144	344	153	52	55	46
Hernando ...	488	342	146	171	70	171	76	70	72	67
Hillsborough..	2725	2219	506	1140	256	1079	250	61	61	62
Holmes.....	962	939	23	489	7	450	16	52	52	58
Jackson.....	3011	1472	1539	747	754	725	785	55	56	55
Jefferson.....	2434	666	1768	327	871	339	897	73	70	75
Lafayette	553	535	18	303	8	232	10	71	71	75
Lake.....	1340	1058	282	552	145	506	137	72	72	73
Lee.....	268	250	18	113	8	137	10	68	67	90
Leon.....	2765	469	2296	239	1048	230	1248	69	70	69
Levy.....	1103	781	322	403	154	378	168	68	68	69
Liberty.....	298	170	128	82	73	88	55	66	62	71
Madison.....	1990	908	1082	429	459	479	623	57	53	62
Manatee.....	773	747	26	409	14	338	12	72	72	67
Marion.....	3455	1640	1815	807	811	833	1004	66	68	63
Monroe.....	1473	942	531	478	232	464	299	71	67	77
Nassau	1462	835	627	431	300	404	327	81	87	75
Orange.....	1807	1289	518	645	248	644	270	71	75	63
Osceola.....	629	527	102	264	66	233	36	72	71	79
Pasco.....	774	737	37	369	19	368	18	69	69	71
Polk.	2054	1809	245	912	107	897	138	71	71	70
Putnam	1688	941	747	464	355	477	392	66	69	63
St. Johns.....	1104	729	375	371	175	358	200	69	69	68
Santa Rosa....	1815	1415	400	756	203	659	197	71	71	73
Sumter.....	967	720	247	346	115	374	132	72	72	65
Suwannee.....	2278	1289	989	673	456	616	533	68	69	66
Taylor.....	467	467	.....	246	.....	221	...	62	62	....
Volusia.....	1172	684	488	355	227	329	261	63	61	67
Wakulla	635	412	223	228	111	184	112	61	63	50
Walton.....	1370	1194	176	619	91	575	85	62	61	78
Washington ..	1409	1072	337	490	163	582	174	62	61	67

TABLE VII.—SHOWING AGGREGATE NUMBER OF DAYS' SCHOOLING GIVEN, THE AVERAGE LENGTH OF SCHOOL TERM AND THE AVERAGE NUMBER OF DAYS' SCHOOLING FOR EACH CHILD (6 to 21).

1895-96. COUNTIES.	Aggregate Days Schooling Given.			Average No. of Days the Schools were Taught.			Average days Schooling given each child 6 to 21.		
	To Both Races.	To Whites.	To Negroes.	For Both Races.	White.	Negro.	Both Races.	White.	Negro.
Whole State.	6731814	4507603	2224211	102	107	92	44	52	33
Alachua.....	338501	216341	122160	92	111	70	37	55	24
Baker.....	62240	52640	9600	79	80	74	45	46	42
Bradford. ..	177537	145589	31948	87	89	78	61	64	50
Brevard.....	83460	69464	13996	122	125	111	67	69	59
Calhoun.....	30297	26120	4177	75	77	66	28	31	17
Citrus.....	48907	40443	8464	100	106	98	52	55	39
Clay....	74458	61418	13040	107	93	80	43	45	35
Columbia.....	204564	127166	77398	89	99	77	45	56	35
Dade.....	38223	28883	9340	144	126	731	60	53	*103
DeSoto.....	141692	137592	4100	97	96	100	57	57	67
Duval.....	487154	279876	207278	134	147	120	46	66	33
Escambia	382783	268622	114161	136	147	115	54	64	40
Franklin	42000	24960	17040	120	121	120	43	46	40
Gadsden.....	163737	76516	87221	81	86	77	32	44	26
Hamilton.....	74548	54731	19817	72	75	67	24	27	18
Hernando....	49558	38106	11452	102	111	78	47	61	27
Hillsboro' ..	326784	287709	39075	120	130	77	40	44	25
Holmes.....	83945	82565	1380	87	88	60	35	3[illegible]	17
Jackson.....	278920	153680	125240	93	104	81	36	41	29
Jefferson	229135	79029	150106	94	119	85	35	62	28
Lafayette.....	44401	42961	1440	80	80	80	36	36	60
Lake.....	115304	92913	22391	86	88	79	51	55	38
Lee	25446	23682	1764	95	95	98	38	36	77
Leon	311580	60480	251100	113	129	109	34	66	30
Levy.....	109230	79472	29758	99	102	92	43	49	34
Liberty.....	23727	13487	10240	80	79	80	35	34	35
Madison.....	146983	86356	60627	74	95	56	25	39	16
Manatee.....	81295	78695	2600	105	105	100	65	67	39
Marion.....	374829	218497	156332	108	133	86	49	69	34
Monroe.....	231568	145970	85598	157	155	161	50	45	64
Nassau.....	148664	85964	62700	102	103	100	54	61	47
Orange	214625	153099	61526	119	119	119	69	74	59
Osceola	69712	57862	11850	111	110	116	64	62	77
Pasco...	73498	70154	3344	95	95	90	52	53	34
Polk.....	208759	184539	24220	102	102	98	61	61	62
Putnam	189580	109720	79860	112	117	107	55	60	48
St. Johns.....	160161	105492	54669	145	145	146	74	71	79
Santa Rosa...	156326	124786	31540	86	88	79	45	47	36
Sumter.....	80336	60720	19616	83	84	79	46	48	40
Suwannee	191127	112763	78364	84	87	79	41	47	35
Taylor	44425	44425	.....	95	95	....	39	41	...
Volusia.....	133944	84988	48956	114	124	100	53	52	55
Wakulla	50449	32009	18440	79	78	83	41	49	32
Walton.....	107613	94290	13323	79	79	76	36	38	29
Washington..	119789	92829	26960	85	85	80	42	41	46

*Evidently due to incorrect census.

TABLE VIII.—SHOWING NUMBER OF TEACHERS EMPLOYED AND GRADES OF COUNTY CERTIFICATES HELD.

1895–96. COUNTIES.	No. of Teachers Employed.							White.									Negro.								
	Both Races	White.			Negro.			First Grade.			Second Grade			Third Grade.			First Grade.			Second Grade			Third Grade.		
		Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.
Whole State..	2508	*1929	753	1176	579	293	286	345	195	150	1121	378	743	445	181	264	42	33	9	249	130	119	288	130	158
Alachua.....	101	79	23	56	22	12	10	14	9	5	56	17	39	17	5	12	....	...	....	18	11	7	4	1	3
Baker.....	27	25	18	7	2	2	....	.....	.....	...	19	14	5	6	4	2	.....	...	...	1	1	...	1	1	...
Bradford.....	64	55	27	28	9	6	3	5	4	1	22	10	12	28	13	15	....	....	..	....	...	...	9	6	3
Brevard.....	45	41	3	38	4	2	2	4	2	2	18	1	17	9	...	9	4	2	2	....	....	...	...	..	....
Calhoun.....	19	17	8	9	2	2	....	5	2	3	9	5	4	3	1	2	....	....	....	2	2	.....	....	.	...
Citrus.....	32	29	7	22	3	3	....	9	2	7	15	5	10	5	...	5	....	...	...	2	2	....	1	1	.....
Clay.....	30	24	9	15	6	5	1	4	2	2	15	6	9	5	1	4	...	...	...	4	3	1	2	2	...
Columbia.....	70	47	21	26	23	13	10	19	7	12	18	9	9	10	5	5	3	3	..	7	5	2	13	5	8
Dade	18	16	6	10	2	1	1	6	2	4	7	4	3	3	....	3	.....	.....	.....	2	1	1	...	...	...
DeSoto.....	67	65	47	18	2	2	...	11	11	....	36	25	11	18	11	7	....	....	...	....	....	...	2	2	...
Duval.....	157	92	15	77	65	27	38	7	4	3	62	8	54	16	2	14	1	1	..	31	15	16	33	11	22
Escambia.....	91	63	12	51	28	14	14	5	2	3	41	5	36	17	5	12	3	2	1	15	8	7	10	4	6
Franklin	10	7	1	6	3	2	1	4	1	3	3	..	3	...	...	...	.....	.....	....	1	1	....	2	1	1
Gadsden.....	81	54	26	28	27	18	9	12	8	4	26	11	15	8	2	6	....	...	...	2	1	1	25	17	8
Hamilton.....	47	36	16	20	11	8	3	9	7	2	19	7	12	8	2	6	2	2	.....	6	4	2	3	2	1
Hernando....	25	22	6	16	3	2	1	6	3	3	12	3	9	4	....	4	..	....	....	....	...	....	3	2	1
Hillsborough.	107	96	33	63	11	6	5	29	11	18	54	20	34	13	2	11	2	2	...	6	2	4	3	2	1
Holmes	34	33	24	9	1	1	....	10	9	1	13	7	6	10	8	2	....	.....	...	1	1	..	..	..	....
Jackson	97	64	37	27	33	23	10	8	7	1	33	18	15	23	12	11	....	....	...	16	12	4	17	11	6

Jefferson	54	31	7	24	23	13	10	6	3	3	20	3	17	5	1	4				10	7	3	13	6	7
Lafayette	33	32	27	5	1	1		1	1		16	15	1	15	11	4				1	1				
Lake	65	56	19	37	9	5	4	1	6	5	41	11	30	4	2	2				7	3	4	2	2	
Lee	10	9	6	3	1		1	1	1		6	4	2	2	1	1				1		1			
Leon	75	32	8	24	43	20	23	5	1	4	22	5	17	5	2	3	3	2	1	11	4	7	29	14	15
Levy	45	38	20	18	7	5	2	9	6	3	20	9	11	9	5	4				1		1	6	5	1
Liberty	13	11	6	5	2	1	1	1	1		10	5	5										2	1	1
Madison	34	25	13	12	9	7	2	10	7	3	13	6	7	2		2	8	7	1	1		1			
Manatee	31	30	18	12	1	1		6	4	2	16	8	8	8	6	2				1	1				
Marion	129	88	28	60	41	12	29	9	5	4	56	16	40	23	7	16	3	2	1	21	4	17	17	6	11
Monroe	31	22	4	18	9	3	6	2	2		17		17	3	2	1	1	1		4	2	2	4		4
Nassau	80	57	15	42	23	5	18	6	4	2	50	11	39	1		1	1	1		11	4	7	11		11
Orange	123	86	19	67	37	6	31	9	6	3	62	7	55	15	6	9	2		2	13	4	9	22	2	20
Osceola	29	26	9	17	3	2	1	9	4	5	10	3	7	7	2	5				1		1	2	2	
Pasco	39	37	18	19	2	1	1	9	4	5	21	9	12	6	4	2				2	1	1			
Polk	93	86	33	53	7	4	3	14	7	7	59	20	39	13	6	7				5	3	2	2	1	1
Putnam	62	44	11	33	18	9	9	7	3	4	31	5	26	6	3	3	1	1		10	6	4	7	2	5
St. Johns	52	42	5	37	10	4	6	8	2	6	31	3	28	3		3	2	2		3	1	2	5	1	4
Santa Rosa	56	48	22	26	8	2	6	9	6	3	23	7	16	16	9	7	2	1	1	1		1	5	1	4
Sumter	36	30	8	22	6	5	1	4	3	1	21	5	16	5		5				6	5	1			
Suwannee	88	60	32	28	28	18	10	24	15	9	28	16	12	8	1	7	4	4		13	6	7	11	8	3
Taylor	14	14	9	5				3	3		4	4		7	2	5									
Volusia	62	46	14	32	16	9	7	5	1	4	25	7	18	16	6	10				6	4	2	10	5	5
Wakulla	20	13	10	3	7	2	5	1	1		7	6	1	5	3	2				2	1	1	5	1	4
Walton	63	57	27	30	6	6		5	4	1	14	5	9	38	18	20				4	4		2	2	
Washington	49	44	26	18	5	3	2	4	2	2	20	13	7	20	11	9							5	3	2

*Does not include twelve holders of State Certificates and twenty-one Primary Life Certificates.

TABLE IX.—SHOWING RESULT OF UNIFORM EXAMINATIONS.

1895–96. COUNTIES.	Number of Examinees.	Number Rejected.	Number and Grades of Certificates Issued. To Whites. 1st Grade. Male.	1st Grade. Female.	2d Grade. Male.	2d Grade. Female.	3d Grade. Male.	3d Grade. Female.	To Negroes. 1st Grade. Male.	1st Grade. Female.	2d Gr'd'. Male.	2d Gr'd'. Female.	3d Grade. Male.	3d Grade. Female.
Whole State	2598	896	110	111	183	442	181	290	9	1	53	74	108	140
Alachua	165	75	7	2	4	28	6	17	2	...	5	4	3	12
Baker	19	5	...	1	4		5	2	...	...	1	...	1	...
Bradford	49	12	4	7	3	6	4	8	...	...	1		3	1
Brevard	34	5	2	..	2	15	1	9	...	...		...	...	...
Calhoun	15	8	1	2		...	2	2	...	...	..	..	...	...
Citrus	33	8	3	2	2	13	...	3	...	...	1	..	1	...
Clay	35	12	2	2	4	6	3	3	...	.....	..	2	..	1
Columbia	98	20	11	14	7	12	4	6	1	...	3	5	9	6
Dade	11	2		1	.	..	1	7	...	...	.	..	...	...
DeSoto	69	14	7	1	15	14	13	4	...	...	...	..	1	...
Duval	148	60	1	4	3	31	1	9	1	...	8	11	3	16
Escambia	81	32	1	1	2	20	3	11	..	...	1	5	2	3
Franklin	4	1		2	...	..	.		...	.....	..	1	...	...
Gadsden	38	15	5	3	..	.	2	6	..	...	.	..	5	2
Hamilton	45	20	2	7	6	4	1	5	...	...	..	..	...	...
Hernando	22	6	1	4	1	3	..	6	..	.....	.	..	1	.....
Hillsboro'	113	8	5	6	19	46	7	11	.....	..	1	3	...	7
Holmes	49	19	8	1	5	6	8	2	...	...		..	...	..
Jackson	162	102	6	4	9	6	10	8	..	...	5	1	5	6
Jefferson	58	10	2	..	3	10	1	5	...	...	8	2	8	9
Lafayette	25	10	3	..	3	1	6	2	...	..	..	..	...	...
Lake	47	11	2	2	6	17	4	3	...	.....	1	..	1	...
Lee	10	4	1	1	..	2	..	2	...	...	..	..	..	...
Leon	79	17		4	2	7	3	2	...	..	3	6	16	18
Levy	49	12		2	4	5	10	6	...	...	..	..	9	...
Liberty	12	6		2	1	..	..	.	...	...	..	..	2	1
Madison	44	32		.	3	4	1	1	...	...	..	..	.....	3
Manatee	24	3	...	.	6	7	6	2	...	...	..	..	.....	...
Marion	177	49	6	6	14	20	17	33	1	...	2	12	7	10
Monroe	39	11	.	1	1	15	..	5	...	...	..	1	1	4
Nassau	63	11	1	1	5	15	1	1	2	...	3	6	3	14
Orange	69	11	..	3	...	33	..	8	...	...	3	7	..	4
Osceola	34	10	...	5	1	6	2	8	...	...	..	..	...	2
Pasco	39	19	1	2	3	5	4	5	...	...	.	..	...	...
Polk	102	31	4	3	14	19	9	16	...	..	2	..	1	3
Putnam	110	58	1	3	2	11	8	9	1	1	1	4	7	4
St. Johns	36	4	...	3	..	11	...	12	...	...	..	..	2	4
Santa Rosa	40	13	3	1	4	7	4	7	..	...	..	..	...	1
Sumter	47	27	..	1	3	4	2	6	1	...	2	.	1	...
Suwannee	70	31	5	3	1	5	5	8	...	.....	..	..	9	3
Taylor	10	3	1	..	1	3	1	1	...	...	.	..	..	...
Volusia	80	49	1	..	..	6	5	15	...	...	.	..	2	3
Wakulla	25	5	1	...	5	1	2	3	..	...	1	4	2	1
Walton	52	12	7	2	5	10	10	4	...	..	1	..	1	...
Washington	67	23	3	2	10	8	9	7		...	..	..	2	3

TABLE X.—SHOWING FACTS RELATIVE TO TEACHERS EMPLOYED.

1895–96. COUNTIES.	Recipients of some Normal Training.				Attendants on Summer Schools.				Att'd's at State Teachers' As'n.		Subscribers to Educational Journals.		Non-Resident Teachers.			
	White.		Negro.		White.		Negro.						White		Neg.	
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	White.	Negro.	White.	Negro.	Of County.	Of State.	Of County.	Of State.
Whole State	122	183	28	30	142	362	53	84	259	87	1040	278	179	90	78	14
Alachua	6	5	1	..	2	9	1	1	40	..	57	17	4		..	..
Baker	....	....	..	..	....	..	..	..	.	..	12	..	7	....	....	....
Bradford	..	....	..	..	....	..	..	..	.	..	..	..	..		..	..
Brevard		8	2	1	..	3	..	....	..	.	.....	..	4	10	..	....
Calhoun	1	3	1	..	2	3	....	..	5	1	12	1	8	..	2	..
Citrus	2	5	2	..	4	14	2	..	13	3	25	3	3	2	2	....
Clay	...	...	....	..	5	11	3	2	..	..	..	..	2	..	2	....
Columbia	...	....	..	..	. .	..	....	..	..	..	..	....	5	3	6	..
Dade	3	10	..	..	. .	..	..	..	..	..	15	....	..	..	..	....
DeSoto	....	...	..	..	....	..	..	..	..	..	31	..	2	..	..	..
Duval	5	10	1	1	2	7	3	5	52	20	63	37	4	..	7	1
Escambia	....	5	....	..	....	60	8	20	..	..	68	28	2	7	..	..
Franklin	..	2	....	..	....	1	..	1	5	..	....	....	1	..	....	..
Gadsden	1	1	..	..	...	..	....	..	..	....	18	..	.	1	..	..
Hamilton	5	5	..	..	....	..	..	..	3	..	27	7	14	5	10	1
Hernando	....	..	..	..	1	4	..	..	8	..	15	..	4	1	....	..
Hillsboro'	3	7	2	..	33	63	2	4	3	....	90	6	2	13	5	1
Holmes	1	..	..	..	1	..	..	..	2		22	..	3	..	2	..
Jackson	8	4	2	..	....	..	..	..	..	..	40	9	7	...	..	..
Jefferson	1	....	...	..	1	7	3	2	2	..	16	12	3	..	3	...
Lafayette	...	...	..	..	1	.	..	...	2	..	9	..	6	..	1	..
Lake	4	...	..	..	....	5	..	..	8	1	....	..	3	2	2	..
Lee	2	2	..	..	..	..	..	..	..		6	2	..	..	..	..
Leon	...	....	1	3	....	4	4	12	1	8	10	19	2	3	...	2
Levy	7	9	..	..	2	1	3	...	7	2	28	6	2	9	..	2
Liberty	1	....	..	..	...	..	..	..	..	..	8	2	1	..	1	...
Madison	1	....	1	..	1	1	..	..	4	..	4	..	7	..	5	..
Manatee	4	2	..	..	12	10	..	..	1		23	..	8	3	1	..
Marion	14	23	4	14	3	8	2	12	3	19	51	31	6	6	3	2
Monroe	....	....	..	..	....	8	..	..	1	2	20	7	1	1	..	..
Nassau	3	1	..	..	....	1	..	1	18	..	7	9	8	5	..	..
Orange	4	26	1	1	....	2	..	..	5	14	32	15	...	1	...	2
Osceola	....	...	...	..	3	14	2	..	6	2	22	3	2	1	1	..
Pasco	5	3	..	..	8	3	..	..	11	..	25	..	5	1	2	..
Polk	6	4	1	..	25	45	..	..	3	..	75	..	3	..	..	1
Putnam	6	16	6	6	6	11	10	6	7	4	29	18	9	..	4	..
St. Johns	....	2	..	2	5	30	3	11	15	8	20	7	3	5	2	2
Santa Rosa	7	5	1	1	....	..	..	..	..	..	44	4	10	1	2	..
Sumter	1	2	1	..	....	4	3	..	..	..	20	5	12	3	5	..
Suwannee	4	6	..	...	8	12	...	..	30	..	20	..	2	..	..	..
Taylor	.....	.....	..	..	....	..	..	..	..	..	....	..	...	..	..	..
Volusia	7	13	...	1	8	18	4	7	2	3	32	15	...	.	2	...
Wakulla	...	....	..	..	4	3	...	.	2	..	8	5	4	2	4	..
Walton	5	2	1	..	5	.	...	..	..	..	20	6	6	5	4	..
Washington	5	2	...	..	.....	..		..	...	..	16	4	4	..	..	..

TABLE XI.—SHOWING AGGREGATE SALARIES PAID TEACHERS.

1895–96. COUNTIES.	Salaries Paid Teachers.						
			Males.			Females.	
	Both Races.	White.	Negro.	White.	Negro.	White.	Negro.
Whole State	$474,514 22	$383,809 35	$90,704 87	$164,919 25	$50,993 22	$218,890 10	$39,711 65
Alachua	23,014 00	18,106 00	4,908 00	8,706 00	3,100 00	9,400 00	1,808 00
Baker	4,220 00	3,720 00	500 00	3,000 00	500 00	720 00	.....
Bradford	8,268 00	7,530 50	737 50	4,390 50	477 50	3,140 00	260 00
Brevard	10,300 55	8,895 55	1,405 00	1,441 20	79 00	7,454 35	615 00
Calhoun	2,322 10	2,071 00	251 10	876 50	251 10	1,194 50	.....
Citrus	6,358 75	5,540 00	818 75	1,600 00	818 75	3,940 00	.....
Clay	7,206 00	6,331 00	875 00	2,948 25	852 50	3,382 75	22 50
Columbia	12,677 25	9,601 75	3,075 50	4,700 50	1,705 50	4,901 25	1,370 00
Dade	4,836 00	4,341 00	495 00	1,575 00	320 00	2,766 0	175 00
DeSoto	11,077 75	10,782 75	295 00	8,415 50	295 00	2,367 25	.....
Duval	39,179 00	27,163 00	12,016 00	6,695 00	4,952 00	20,468 00	7,064 00
Escambia	2,148 10	16,150 55	5,338 55	3,332 05	2,650 90	12,818 50	2,687 65
Franklin	3,070 00	2,350 00	720 00	1,080 00	420 00	1,270 00	300 00
Gadsden	7,489 80	5,447 00	2,042 80	2,491 00	1,362 80	2,956 00	680 00
Hamilton	5,703 62	4,469 25	1,234 37	2,046 50	966 37	2,422 75	268 00
Hernando	5,385 50	4,748 00	637 50	1,840 00	440 00	2,908 00	197 50
Hillsborough	31,780 26	29,099 26	2,681 00	11,897 01	1,541 00	17,202 25	1,140 00
.....	5,212 00	5,092 00	120 00	3,750 00	75 00	1,342 00	45 00

Jackson	14,437 00	10,578 00	3,859 00	7,352 00	3,384 00	3,226 00	475 00
Jefferson	8,885 00	6,877 00	2,008 00	2,560 00	1,192 00	4,317 00	816 00
Lafayette	4,376 50	4,256 50	120 00	3,000 00	120 00	1,256 50	.....
Lake	10,553 20	9,483 45	1,069 75	3,853 70	599 75	5,629 75	470 00
Lee	2,717 50	2,552 50	165 00	1,630 00	.....	922 50	165 00
Leon	13,400 00	7,555 00	5,845 00	2,070 00	3,010 00	5,485 00	2,835 00
Levy	8,143 50	6,784 09	1,359 50	3,726 00	1,054 50	3,058 00	305 00
Liberty	1,620 00	1,210 00	410 00	642 00	200 00	568 00	210 00
Madison	9,982 92	7,720 97	2,261 95	4,752 27	1,851 95	2,968 70	410 00
Manatee	7,334 23	7,184 23	150 00	4,788 53	150 00	2,395 70	.....
Marion	24,874 10	19,628 60	5,245 50	7,540 15	1,590 50	12,088 45	3,655 00
Monroe	11,161 33	8,056 33	3,105 00	1,863 33	1,424 00	6,193 00	1,681 00
Nassau	11,813 00	8,455 00	3,358 00	2,872 50	1,150 00	5,582 50	2,208 00
Orange	15,585 00	12,465 00	3,120 00	3,435 00	1,050 00	9,030 00	2,070 00
Osceola	6,771 50	5,957 00	814 50	2,657 00	694 50	3,300 00	120 00
Pasco	8,119 25	7,820 25	299 00	3,704 75	164 00	4,115 50	135 00
Polk	19,103 00	17,778 00	1,325 00	7,669 25	825 00	10,108 75	500 00
Putnam	14,972 50	10,227 50	4,745 00	3,350 00	2,540 00	6,877 50	2,205 00
St. Johns	11,283 01	8,976 01	2,307 00	2,172 76	1,231 50	6,803 25	1,075 50
Santa Rosa	8,086 35	7,141 00	945 35	3,570 00	211 35	3,571 00	734 00
Sumter	6,246 50	4,956 50	1,290 00	1,550 00	1,030 00	3,406 50	260 00
Suwannee	13,883 65	10,108 65	3,775 00	5,954 50	2,655 00	4,154 15	1,120 00
Taylor	2,220 50	2,220 50	.....	1,698 50	.....	522 00	.....
Volusia	11,890 00	9,104 75	2,785 25	2,775 00	1,625 75	6,329 75	1,159 50
Wakulla	2,432 00	1,782 00	650 00	1,425 00	440 00	357 00	210 00
Walton	7,533 00	6,792 00	741 00	3,392 00	741 00	3,400 00	.....
Washington	7,500 00	6,700 00	800 00	4,130 00	540 00	2,570 00	260 00

TABLE XII.—SHOWING AVERAGE MONTHLY SALARIES PAID TEACHERS.

Rank.	1895-96. COUNTIES.	All Teachers.	Average Monthly Salaries Paid White Teachers. Counties.	Males.	Counties.	Females.	Counties.	Both Sexes.	Average Monthly Salaries Paid Negro Teachers. Counties.	Males.	Counties.	Females.	Counties.	Both Sexes.	Rank.
	State.....	$35 44		$40 52		$33 53		$36 22		$31 15		$27 64		$29 5	
1	Hillsboro'..	48 41	Monroe	75 75	Hillsboro'...	44 70	Hillsboro'..	49 32	Monroe.....	58 84	Hillsboro'...	37 38	Monroe	42 83	1
2	Monroe.....	47 10	Duval	73 57	Monroe ..	44 27	Monroe.....	48 97	Nassau	46 00	Dade	35 00	Baker..	41 67	2
3	Dade	42 91	St. Johns ..	65 44	Duval.....	43 27	Duval	48 16	Dade.	45 71	Monroe. ...	34 80	Dade	41 25	3
4	Duval.	42 64	Franklin	60 00	Dade.....	33 18	Franklin. ...	43 51	Hillsboro'..	42 78	Pasco	33 75	Hillsboro'..	40 32	4
5	Lee.....	41 01	Jefferson ..	58 75	Volusia.....	39 46	Lee.... ...	43 28	Baker.....	41 67	Lee.....	33 68	Putnam	34 89	5
6	Manatee....	39 60	Hillsboro'..	57 98	Lee	38 28	Dade	43 11	St. Johns....	39 10	Escambia ..	33 49	Escambia ..	34 62	6
7	Franklin....	39 36	Hernando..	55 26	Citrus	36 30	Hernando ..	41 02	Putnam	39 08	Sumter	32 50	Brevard	34 06	7
8	Polk.....	38 97	Escambia ..	50 83	Pasco.....	36 28	Suwannee..	40 52	Duval.....	37 69	Duval.....	31 63	Pasco... ..	33 98	8
9	Pasco	38 22	Polk,.....	49 21	Escambia ..	36 24	Jefferson. ..	40 48	Brevard....	36 93	Suwannee..	31 24	Duval..	33 87	9
10	Suwannee..	38 09	Orange.....	47 84	Columbia...	35 54	Manatee....	39 87	Escambia...	35 86	Putnam	31 06	Lee....	33 68	10
11	Hernando..	37 58	Suwannee...	46 78	Alachua....	35 40	Polk	39 84	Franklin....	35 00	Brevard....	30 98	Citrus.	33 22	11
12	Escambia....	37 47	Nassau	45 96	Brevard ...	35 28	Volusia	39 47	Polk.	34 38	Volusia.....	30 04	Suwannee .	32 83	12
13	Volusia. ...	37 41	Lee	45 53	Franklin....	35 28	Columbia ..	39 02	Pasco.....	34 17	Clay.....	30 00	Sumter	32 58	13
14	Citrus	37 06	Manatee	45 07	Hernando...	35 27	Escambia....	38 52	Suwannee...	33 54	Marion. ...	29 24	Volusia	31 96	14
15	Alachua....	36 40	Osceola	45 00	Polk.....	34 82	Pasco.....	38 40	Volusia.....	33 49	Alachua.. ..	28 25	Alachua. ..	31 06	15
16	Columbia...	36 09	Putnam.....	43 51	Jefferson. ..	34 17	Alachua....	38 17	Citrus.....	33 22	Orange . ..	26 68	St. Johns ..	30 56	16
17	Brevard....	35 97	Columbia...	43 46	Lake.....	33 92	Citrus.....	37 70	Alachua....	32 98	Columbia...	26 63	Polk.	30 11	17
18	Osceola.....	35 57	Dade	42 97	Suwannee..	33 91	Osceola	36 77	Sumter... .	32 60	Liberty.....	26 25	Lafayette ..	30 00	18

19	DeSoto. . . .	35	20	Brevard. . . .	42	64	Sumter.	33	55	Brevard. . . .	36	29	Columbia . . .	31	70	Madison. . . .	25	71	Manatee. . .	30	00	19
20	Leon.	34	71	Alachua. . . .	41	71	Leon	33	45	Lake	35	55	Marion.	31	62	Hernando. .	25	32	Franklin . .	30	00	20
21	Sumter. . . .	34	48	Citrus	41	67	Levy	32	41	DeSoto	35	39	Osceola.	30	87	Polk.	25	00	Marion . .	29	92	21
22	Lake.	34	34	Jackson.	41	07	Manatee. . . .	32	40	Orange.	35	16	Lake.	30	44	Franklin. . . .	25	00	DeSoto	29	50	22
23	Jefferson. . . .	34	02	Pasco	41	07	Osceola.	32	05	Sumter.	35	02	Lafayette . . .	30	00	Nassau.	24	77	Nassau	29	42	23
24	Putnam . . .	33	95	Marion	41	06	Orange.	31	94	Nassau	34	78	Manatee. . . .	30	00	St. Johns . .	24	47	Columbia . .	29	22	24
25	Marion.	33	34	Volusia. . .	39	47	Clay	31	38	Leon	34	66	DeSoto	29	50	Leon	23	82	Clay	29	16	25
26	Orange.	33	30	Sumter.	38	75	Marion. . . .	31	23	Levy.	34	39	Orange.	29	29	Bradford. .	21	85	Osceola	28	73	26
27	Nassau.	33	07	Leon	38	33	Nassau.	30	91	Marion. . . .	34	39	Clay.	29	15	Levy.	21	79	Orange	27	50	27
28	Levy.	32	87	Lake	38	23	DeSoto.	30	35	Madison. . . .	33	53	Levy.	28	89	Washington	21	67	Madison. . . .	27	22	28
29	Clay.	32	37	Bradford. . .	38	19	Putnam. . . .	30	16	Putnam . . .	33	53	Leon.	28	13	Santa Rosa.	21	62	Levy	26	92	29
30	Madison. . . .	31	86	Madison. . .	38	08	Gadsden. . . .	28	49	Jackson . . .	33	26	Madison. . . .	27	58	Lake	21	51	Leon.	25	87	30
31	Bradford. . . .	31	28	DeSoto	37	12	Madison. . . .	28	15	Clay.	32	86	Washington	27	00	Osceola. . . .	20	51	Lake...	25	75	31
32	St. Johns. . .	30	66	Levy	36	21	Bradford. . .	27	27	Bradford. . . .	32	72	Liberty.	25	00	Jefferson. . .	20	40	Liberty	25	63	32
33	Jackson. . . .	29	52	Clay	34	75	St. Johns. . .	26	23	St. Johns. . .	30	68	Holmes.	25	00	Gadsden. . . .	20	12	Washington	25	00	33
34	Baker	29	31	Gadsden . . .	33	71	Walton. . . .	25	76	Gadsden. . .	30	66	Walton.	24	33	Hamilton . .	18	61	Walton	24	33	34
35	Holmes.	27	49	Hamilton. . .	31	76	Baker	25	71	Baker.	28	18	Hamilton. . .	24	16	Wakulla.	17	50	Hernando. .	23	14	35
36	Lafayette . . .	27	28	Lafayette . .	30	15	Calhoun	25	63	Holmes.	27	74	Jackson. . . .	24	00	Jackson. . . .	15	83	Hamilton . .	22	69	36
37	Washington	27	18	Washington	29	72	Hamilton. . .	24	98	Hamilton . .	27	55	Jefferson. . . .	23	24	Holmes.	15	00	Jackson. . .	22	56	37
38	Gadsden. . . .	27	07	Holmes	29	38	Washington	24	48	Washington	27	46	Hernando. . .	22	28	Baker.	. . . . .		Jefferson. . . .	21	99	38
39	Walton. . . .	26	77	Baker	28	85	Holmes.	24	03	Lafayette . .	27	21	Bradford . .	21	41	Calhoun. . .	. . . . .		Bradford . . .	21	56	39
40	Hamilton. .	26	34	Walton.	28	52	Liberty	23	82	Walton. . . .	27	07	Santa Rosa. .	21	13	Citrus.	. . . . .		Santa Rosa.	21	51	40
41	Liberty.	25	41	Santa Rosa. .	28	00	Santa Rosa. .	23	62	Santa Rosa	25	65	Gadsden	20	90	DeSoto.	. . . . .		Gadsden . .	20	63	41
42	Santa Rosa.	25	08	Liberty.	26	86	Jackson	23	21	Calhoun. . . .	25	54	Calhoun. . . .	19	39	Lafayette . .	. . . . .		Holmes	20	00	42
43	Calhoun. . . .	24	69	Calhoun. . . .	25	41	Lafayette . . .	22	06	Liberty. . . .	25	34	Wakulla . . .	17	60	Manatee. . .	. . . . .		Calhoun. . .	19	39	43
44	Taylor.	20	53	Wakulla. . .	20	64	Taylor	20	80	Taylor	20	53	Lee.	. . . . .		Taylor. . . .	. . . . .		Wakulla . . .	17	57	44
45	Wakulla.	19	48	Taylor.	20	45	Wakulla. . . .	18	94	Wakulla.	20	28	Taylor.	. . . . .		Walton. . . .	. . . . .		Taylor	. . . . .		45

ABLE XIII.—SHOWING AVERAGE NUMBER OF DAYS THE SCHOOLS WERE TAUGHT, AVERA[illegible] EACH CHILD OF SCHOOL AGE (6 TO 21), AND HIGHEST MONTHLY SALARIES OF [illegible] paid to [illegible]

*Average length of school terms in days, including

Rank.	1895-96. Counties.	Both Races.	Counties.	Whites alone	Counties.	Negroes alone.	Counties.
	Whole State	102		107		92	
1	Monroe	157	Monroe	155	Monroe	161	St. Johns
2	St. Johns	145	Escambia	147	St. Johns	146	Orange
3	Dade	144	Duval	147	Dade	131	Brevard
4	Escambia	136	St. Johns	145	Franklin	120	Manatee
5	Duval	134	Marion	133	Duval	120	Osceola
6	Brevard	122	Hillsboro'	130	Orange	119	Polk
7	Hillsboro'	120	Leon	129	Osceola	116	Bradford
8	Franklin	120	Dade	126	Escambia	115	Dade
9	Orange	119	Brevard	125	Brevard	111	DeSoto
10	Volusia	114	Volusia	124	Leon	109	Putnam
11	Leon	113	Franklin	121	Putnam	107	Escambia
12	Putnam	112	Jefferson	119	Nassau	100	Nassau
13	Osceola	111	Orange	119	Volusia	100	Volusia
14	Marion	108	Putnam	117	DeSoto	100	Citrus
15	Clay	107	Alachua	111	Manatee	100	Pasco
		105	Hernando	111	Citrus	98	Lake
		102	Osceola	110	Polk	98	Monroe
			Manatee	105	Lee		

*Average number days schooling given to each child of school age, including

Both Races.	Counties.	Whites alone.	Counties.	Negroes alone.	Counties.
44		52		33	
74	Orange	74	Dade	†103	Alachua
69	St. Johns	71	St. Johns	79	Baker
67	Marion	69	Osceola	77	Bradford
65	Brevard	69	Lee	77	Brevard
64	Manatee	67	DeSoto	67	Calhoun
61	Leon	66	Monroe	64	Citrus
61	Duval	66	Polk	62	Clay
60	Escambia	64	Lafayette	60	Columbia
57	Bradford	64	Brevard	59	Dade
55	Osceola	62	Orange	59	DeSoto
54	Jefferson	62	Volusia	55	Duval
54	Nassau	61	Bradford	50	Escambia
53	Polk	61	Putnam	48	Franklin
52	Hernando	61	Nassau	47	Gadsden
52	Putnam	60	Washingt'n	46	Hamilton
51	DeSoto	57	Baker	42	Hernando
50	Columbia	56	Sumter	40	Hillsborough
49	Alachua	55	Escambia	40	Holmes

White. Male.	White. Female.	Negro. Male.	Negro. Female.
$188	$100	$80	$50
100	45	50	35
50	30	50	...
75	75	25	30
80	50	40	35
30	30	18	...
75	50	35	...
80	55	40	30
100	45	50	35
50	60	40	35
70	40	35	30
188	90	75	50
150	50	50	50
75	35	35	25
60	40	26	20
40	30	30	25
100	40	25	25
171	75	50	35
100	28	25	15

21	Levy	99	Polk	102	Marion	86	Duval	46	Dade	53	Citrus	39	Lafayette	50	30	30	...
22	DeSoto	97	Levy	102	Jefferson	85	Baker	45	Pasco	53	Lake	38	Lake	80	40	35	25
23	Taylor	95	Citrus	100	Wakulla	83	Columbia	45	Volusia	52	Santa Rosa	36	Lee	75	45		35
24	Pasco	95	Columbia	99	Jackson	81	Santa Rosa	45	Wakulla	49	Columbia	35	Leon	100	50	50	30
25	Lee	95	DeSoto	96	Clay	80	Levy	43	Levy	49	Suwannee	35	Levy	60	45	40	25
26	Jefferson	94	Taylor	95	Washingt'n	80	Clay	43	Sumter	48	Clay	35	Liberty	40	28	25	30
27	Jackson	93	Pasco	95	Lafayette'	80	Franklin	43	Suwannee	47	Liberty	35	Madison	100	40	40	30
28	Alachua	92	Madison	95	Liberty	80	Washingt'n	42	Santa Rosa	47	Marion	34	Manatee	100	60	30	...
29	Columbia	89	Lee	95	Lake	79	Wakulla	41	Baker	46	Levy	34	Marion	125	45	50	40
30	Bradford	87	Clay	93	Sumter	79	Suwannee	41	Franklin	46	Pasco	34	Monroe	150	100	80	50
31	Holmes	87	Bradford	89	Suwanee	79	Hillsboro'	40	Clay	45	Duval	33	Nassau	100	45	75	30
32	Lake	86	Lake	88	Santa Rosa	79	Taylor	39	Jackson	45	Wakulla	32	Orange	85	45	40	35
33	Santa Rosa	86	Santa Rosa	88	Bradford	78	Lee	38	Monroe	45	Leon	30	Osceola	100	50	45	20
34	Washingt'n	85	Holmes	88	Hernando	78	Alachua	37	Hillsboro'	44	Jackson	29	Pasco	75	45	35	35
35	Suwannee	84	Suwannee	87	Columbia	77	Lafayette	36	Gadsden	44	Walton	29	Polk	125	45	40	25
36	Sumter	83	Gadsden	86	Gadsden	77	Jackson	36	Washingt'n	41	Jefferson	28	Putnam	100	50	60	35
37	Gadsden	81	Washingt'n	85	Hillsboro'	77	Walton	36	Taylor	41	Hernando	27	St. Johns	122	50	60	32
38	Lafayette	80	Sumter	84	Walton	76	Liberty	35	Madison	39	Gadsden	26	Santa Rosa	65	35	33	25
39	Liberty	80	Lafayette	80	Baker	74	Holmes	35	Walton	38	Hillsboro'	25	Sumter	45	45	40	35
40	Wakulla	79	Baker	80	Alachua	70	Jefferson	35	Lafayette	36	Alachua	24	Suwannee	113	75	50	35
41	Baker	79	Walton	79	Hamilton	67	Leon	34	Holmes	36	Hamilton	18	Taylor	25	25	..	...
42	Walton	79	Wakulla	78	Calhoun	66	Gadsden	32	Lee	36	Calhoun	17	Volusia	65	50	40	40
43	Calhoun	75	Calhoun	77	Holmes	60	Calhoun	28	Liberty	34	Holmes	17	Wakulla	30	23	20	17
44	Madison	74	Liberty	77	Madison	56	Madison	25	Calhoun	31	Madison	16	Walton	75	30	30	..
45	Hamilton	72	Hamilton	75	Taylor	...	Hamilton	24	Hamilton	27	Taylor	...	Washington	60	30	40	30

*These are very valuable facts, showing how the public shools are fulfilling their mission of universal education, and in a sense testing the strength and influence of popular education in the various sections, and how far the public schools at their present status may be relied upon to educate each race.
†Census of negro youth in this county evidently incorrectly reported. ‡Cents omitted in all these columns.

TABLE XIV.—SHOWING TAXATION FOR SCHOOLS FOR THE YEAR 1895–96.

1895–96. COUNTIES.	Assessed Value of Real and Personal Property.	State One Mill Tax.		Mills Levied.	County Tax.		Per ct. Taxes Collected.		Polls.		
		Levied.	Collected.		Levied.	Collected.	One Mill.	County School.	Assessd	Coll'd.	
Whole State	$97,705,056 85	$97,705 05	$85,546 06		$449,340 46	$443,981 37	**87	**99	$67,673	$39,218	
Alachu	4,160,484 83	4,160 48	3,571 11	5	20,802 42	16,331 60	86	79	4,333	2,569	
Baker	737,603 00	737 60	734 21	4	2,950 41	2,594 77	100	88	491	302	
Bradford	1,717,351 00	1,717 35	1,581 62	4	6 869 40	*6,977 47	92	‡101	1,251	1,222	
Brevard	2,575,538 00	2,575 54	2,274 50	5	12,877 69	12,161 07	88	94	925	755	
Calhoun	549,149 00	549 15	479 33	4½	2,471 17	*2,724 01	87	‡110	600	559	
Citrus	1,629,780 00	1,629 78	1,410 48	5	8,148 90	5,631 06	87	69	643	228	
Clay	1,412,248 00	1,412 25	1,363 99	5	7,061 24	6,841 40	97	97	989	742	
Columbia	1,845,127 00	1,845 13	1,772 88	4½	8,303 07	†10,301 03	96	‡124	2,330	¶	
Dade	1,562,272 00	1,562 27	1,537 42	5	7,811 36	*8,274 62	98	‡106	.....	433	
DeSoto	2,308,000 00	2,308 00	1,807 47	5	11,540 00	*11,887 74	78	‡103	1,839	929	
Duval	8,791,256 00	8,791 26	7,639 76	5	43,956 28	*48,246 86	87	‡109	8,501	1,087	
	4,678,523 76	4,678 52	4,418 28	5	23,392 61	*27,040 74	94	‡116	3,803	2,564	
	849,947 00	846 95	343 48	4½	3,811 26	3,303 83	41	87	.....	681	
	1,100,329 00	1,100 33	1,080 75	4	4,401 31	3,892 53	98	88	1,473	917	
	[illegible]	1,257 40	1,136 54	3¼	4,086 56	3,455 20	90	85	1,242	500	
	[illegible]		953 09	5	5,354 88	*5,912 48	89	‡110	590	345	
	[illegible]		[illegible]	4	28,923 97	*33,926 03	83	‡117	4,124	1,949	
					3,066 97	2,041 12	86	67	1,063	581	

Jackson	1,845,276 68	1,845 28	1,464 51	4	7,551 10	7,307 78	79	91	2,494	1,700
Jefferson	1,500,526 00	1,500 53	1,307 36	5	7,502 63	*9,864 38	87	‡132	2,762	762
Lafayette	884,900 00	884 90	735 68	4½	3,760 82	3,145 38	83	84	838	389
Lake	2,822,362 92	2,822 36	2,466 13	5	14,111 81	*15,754 46	87	‡112	2,236	1,619
Lee	1,329,680 00	1,329 68	1.178 61	3¾	4,985 30	4,919 65	89	99	307	307
Leon	2,141,605 00	2,141 61	2,078 48	5	10,708 02	7,357 86	97	69	1,457	.....
Levy	1,467,825 00	1,467 82	1.400 31	5	7,339 12	*9,239 44	95	‡126	665	719
Liberty	320,830 00	320 83	302 94	5	1.604 15	*1,609,60	94	‡100	250	129
Madison	1,638,520 00	1,638 52	1,608 02	4	6,554 08	5,649 76	98	86	1,911	1,242
Manatee	1,249,531 00	1.249 53	985 95	4¾	5,935 27	3,390 53	80	57	.....	650
Marion	5,209,751 01	5,209 75	3,634 93	4	20,839 00	*21,132 49	70	‡101	3,277	2,471
Monroe	2,642,310 00	2,642 31	2,301 42	4	10.569 24	*10,901 39	87	‡103	1,058	686
Nassau	2,118,079 00	2,118 08	1,943 77	4½	9,531 35	*11,721 31	92	‡122	971	848
Orange	4,320,165 52	4,320 17	3,659 84	4½	19,440 74	15,020 43	85	77	1,938	1,486
Osceola	1,494,945 15	1,494 94	1,256 64	5	7,474 72	7,397 99	84	99	552	396
Pasco	1,487,112 52	1,487 11	1,295 08	5	7,435 56	*7,629 06	87	‡103	824	652
Polk	4,183,340 00	4,183 34	3,680 02	5	20,916 70	20,560 63	88	98	1,534	1,471
Putnam	3,096,253 67	3,096 25	2,804 08	3¼	10,062 82	7,923 66	91	78	1,944	1,772
St. Johns	2,566,253 00	2,566 25	2,474 15	5	12,831 26	*17,419 85	96	‡136	1,013	714
Santa Rosa	1,354,260 00	1,354 26	1,224 51	5	6,771 30	†6,236 94	90	†92	844	¶
Sumter	1,623,575 59	1,623 57	1,370 79	5	8,117 87	3,794 78	84	47	1,013	408
Suwannee	1,805,153 75	1,805 15	1,796 02	5	9,025 76	7,821 87	99	87	1,517	1,564
Taylor	474,440 00	474 44	326 13	5	2,372 20	1,415 99	69	60	552	392
Volusia	2,919,648 00	2,919 65	2,743 32	5	14,598 24	13,123 95	94	90	706	900
Wakulla	466,298 00	466 30	445 71	5	2,331 49	1.949 43	95	83	587	348
Walton	1,380,529 39	1,380 53	1,263 69	4½	6,212 38	5,733 00	92	92	1,118	464
Washington	1,274,507 73	1,274 51	1,164 90	4	5,098 03	4,416 20	91	87	1,108	766

*Back taxes included. †Poll taxes included. ‡Due to back taxes being included. ¶Reported with county tax. **All percentages are correct within one-half of one per cent, and some of them indicate either a wretched system of collecting and reporting taxes or gross carelessness, or something worse, in the County Superintendent in reporting; one or both.

TABLE XV.—SHOWING TOTAL RECEIPTS AND SOURCES FROM WHICH SCHOOL FUNDS WERE DERIVED.

1895-96. COUNTIES.	Total.	Balance Cash on Hand.	Interest on Permanent Fund.	State One Mill Tax. Apportionment Nov. 1895.	State One Mill Tax. Apportionment May 1896.	County Levy.	Poll Tax.	All other Sources
State	$732926 00	$60,244 65	$37,452 60	$40,573 65	$49,936 80	$ 443,981 37	$ 39,218	$61,518 93
ua	41,521 60	550 08	2,331 00	2,525 25	3,108 00	16,331 60	2,569	14,106 67
r	4,639 38	199 51	437 40	473 85	583 20	2,594 77	302	48 65
ford	13,569 67	663 57	897 00	971 75	1,196 00	6,977 47	1,222	1,641 88
ard	15,145 50	187 65	426 00	461 50	568 00	12,161 07	755	586 28
oun	6,392 83	2,228 52	191 40	207 35	255 20	2,724 01	559	227 35
rus	14,027 12	16 45	291 00	315 25	388 00	5,631 06	228	7,157 36
ay	11,308 25	1,325 74	498 00	539 50	664 00	6,841 40	742	697 61
olumbia	15,558 81	758 53	1,233 00	1,335 75	1,644 00	10,301 03	433	286 50
ade	10,251 87	874 90	108 00	117 00	144 00	8,274 62	929	300 35
DeSoto	24,627 09	8,900 39	792 00	858 00	1,056 00	11,887 74		203 96
Duval	60,465 60	393 12	2,009 40	2,176 85	2,679 20	48,246 86	1,087	3,873 17
Escambia	36,254 91	212 14	1,647 00	1,784 25	2,196 00	27,040 74	2,564	810 78
Franklin	5,189 33	.....	270 60	293 15	360 80	3,303 83	681	279 95
	9,434 98	21 13	1,036 80	1,123 20	1,382 40	3,892 53	917	1,061 92
	7,453 91	84	540 00	585 00	720 00	3,455 20	500	1,652 87
		4 38	325 20	352 30	433 60	5,912 48	345	952 81
	8,325 77	.....	1,573 20	1,704 30	2,097 60	33,926 03	1,949	563 04
			588 00	637 00	784 00	2,041 12	581	317 50

Jackson	17,046 25	1,818 72	1,773 00	1,920 75	2.364 00	7,307 78	1.700	162 00
Jefferson	14,557 85	.....	1,113 60	1,206 40	1,484 80	9,864 38	762	126 67
Lafayette	6,102 19	1,787 36	221 40	239 85	295 20	3,145 38	389	24 00
Lake	21,777 34	295 20	809 40	876 85	1,079 20	15,754 46	1,619	1,343 23
Lee	8 918 79	2,964 40	129 00	139 75	172 00	4,919 65	307	286 99
Leon	17,202 16	3,520 80	1,517 40	1,643 85	2,023 20	7.357 86	.....	1,139 05
Levy	15,680 45	2,157 18	717 00	776 75	956 00	9,239 44	719	1,115 08
Liberty	2,486 76	10 80	148 20	160 55	197 60	1,609 60	129	231 01
Madison	15,660 45	3,482 26	1,531 80	1,659 45	2,042 40	5,649 76	1,242	52 78
Manatee	8,403 84	62 93	454 20	492 05	605 60	3,390 53	650	2.748 53
Marion	33,235 81	270 64	2,098 80	2,273 70	2,798 40	21,132 49	2.471	2,190 78
Monroe	15,412 90	1,440 31	686 40	743 60	915 20	10,901 39	686	40 00
Nassau	16,712 02	1.549 15	699 00	757 25	932 00	11,721 31	848	205 31
Orange	31,183 47	5,459 18	1,275 60	1,381 90	1,700 80	15,020 43	1,486	4,859 56
Osceola	9,988 58	716 78	337 80	365 95	450 40	7,397 99	396	323 66
Pasco	9,979 02	.....	439 80	476 45	586 40	7,629 06	652	195 31
Polk	27,464 27	1,538 93	1,081 80	1,171 95	1,442 40	20,560 63	1,471	197 56
Putnam	20,984 08	5,100 71	988 20	1,070 55	1,317 60	7,923 66	1.772	2,811 36
St. Johns	20.718 15	406 64	567 0	614 25	756 00	17,419 85	714	240 41
Santa Rosa	10,628 51	988 47	985 20	1,067 30	1,313 60	6,236 94	†	37 00
Sumter	11,232 33	.....	547 20	592 80	729 60	3,794 78	408	5,159 95
Suwannee	16,885 31	3,131 13	1,224 00	1,326 00	1,632 00	7,821 87	1,564	186 31
Taylor	3,838 07	328 77	261 60	283 40	348 80	1,415 99	392	807 51
Volusia	23,024 47	5.357 80	882 60	956 15	1,176 80	13,123 95	900	627 17
Wakulla	4.040 14	347 18	306 00	331 50	408 00	1,949 43	348	350 03
Walton	9.306 21	632 39	670 20	726 05	893 60	5,733 00	464	186 97
Washington	9.528 17	539 97	791 40	857 35	1,055 20	4,416 20	766	1,102 05

†Reported with county levy.

TABLE XV—CONTINUED—DISTRIBUTING RECEIPTS "FROM ALL OTHER SOURCES."

1895–96. COUNTIES.	Total.	Land and Tax Sale Certificates. (Back taxes)	County Examination Fees.	Non-Resident Pupils.	Fines and Forfeitures.	Sub-District Tax.	From all other Sources.
Whole State	$61518 93	$12923 42	$2313 71	$455 35	$384 46	$3740 95	$41701 04
Alachua	14106 67	496 58	.....	38 66	.....	634 08	*12937 35
Baker	48 65	34 65	14 00	.....	.....	.....	.....
Bradford	1641 88	270 39	46 00	.....	.....	.....	1325 49
Brevard	586 28	461 51	80 00	.....	.....	.....	44 77
Calhoun	227 35	3 35	15 00	.....	.....	.....	209 00
Citrus	7157 36	94 40	33 25	3 60	100 00	‡	*6926 11
Clay	697 61	285 40	36 00	59 36	26 00	.....	290 85
Columbia	286 50	191 00	15 00	80 50	.....	.....	.....
Dade	300 35	202 05	9 00	.....	10 00	.....	79 30
DeSoto	203 96	103 26	68 00	15 00	.....	.....	17 70
Duval	3873 17	3813 17	60 00	.....	.....	.....	.....
Escambia	810 78	210 78	81 00	18 00	.....	.....	501 00
Franklin	279 95	3 50	.....	.....	23 75	.....	252 70
Gadsden	1061 92	17 97	76 00	.....	.....	.....	967 95
Hamilton	1652 87	10 09	56 00	.....	.....	.....	*1586 78
Hernando	952 81	241 81	21 00	.....	.....	690 00	.....
Hillsboro'	563 04	423 00	113 00	.....	.....	‡	27 04
Holmes	317 50	100 00	49 00	.....	41 50	45 00	82 00
Jackson	162 00	.....	162 00	.....	.....	.....	.....
Jefferson	126 67	115 67	11 00	.....	.....	.....	.....
Lafayette	24 00	.....	24 00	.....	.....	.....	.....
Lake	1343 23	528 54	48 00	72 00	.....	694 69	.....
Lee	286 99	223 99	.....	25 00	.....	‡	38 00
Leon	1139 05	110 38	79 00	.....	.....	.....	949 67
Levy	1115 08	223 66	40 00	.....	.....	798 69	52 73
Liberty	231 01	85 66	12 00	6 00	.....	.....	127 35
Madison	52 78	3 78	49 00	.....	.....	.....	.....
Manatee	2748 53	21 21	23 00	.....	.....	‡	*2704 32
Marion	2190 78	1162 68	145 50	76 60	.....	806 00	.....
Monroe	40 00	.....	40 00	.....	.....	.....	.....
Nassau	205 31	.....	72 10	.....	133 21	.....	.....
Orange	4859 56	635 88	73 00	.....	.....	.....	*4150 68
Osceola	323 66	179 16	18 00	.....	.....	‡	126 50
Pasco	195 31	137 60	39 00	.....	.....	‡	18 71
Polk	197 56	116 56	81 00	.....	.....	‡	.....
Putnam	2811 36	629 94	108 00	.....	.....	.....	2073 42
St. Johns	240 41	132 41	36 00	.....	.....	.....	72 00
Santa Rosa	37 00	.....	37 00	.....	.....	.....	.....
Sumter	5159 95	210 22	50 00	.....	.....	72 49	*4827 24
Suwannee	186 31	116 31	70 00	.....	.....	‡	.....
Taylor	807 51	770 51	15 00	.....	.....	.....	22 00
Volusia	627 17	260 67	179 00	.....	.....	‡	187 50
Wakulla	350 03	74 50	.....	.....	50 00	.....	225 53
Walton	186 97	34 34	61 50	63	.....	.....	90 50
Washington	1102 05	186 84	68 36	60 00	.....	.....	786 85

*Either back taxes or borrowed money.
‡Tax levied but not reported.

TABLE XVI.—SHOWING TOTAL EXPENDITURES FOR SCHOOLS.

1895-96. COUNTIES.	Grand Total.	On Debt of Previous Years.	Interest on Indebtedness.	Salaries of Teachers.	Salary of County Superintendent.	Travelling Expenses of County Superintendent.	Commissions of Treasurer.	Mileage and Per Diem of School Board.	Incidental Expenses of Superintendent and Board.	Teachers' Examinations.	Teachers' Institutes and Summer Schools.	For all other Purposes.
Whole State..	$660,249 62	$61,322 42	$7,765 19	$474,514 22	$30,289 06	$995 45	$9,051 45	$6,881 11	$4,036 98	$2,593 68	$3,757 28	$59,042 78
Alachua.....	38806 98	7000 00	361 50	23014 00	1200 00	.....	896 41	180 90	111 22	64 35	.....	5978 60
Baker.....	4914 46	.....	.....	4220 00	330 00	.....	98 71	126 00	.....	74 00	.....	65 75
Bradford. ...	10356 81	.....	414 59	8268 00	600 00	.....	148 12	104 20	16 60	22 50	50 00	732 80
Brevard.....	15984 52	2127 75	467 79	10300 55	900 00	.....	.....	221 60	122 58	35 40	25 00	1783 85
Calhoun.....	3161 50	.....	.....	2322 10	300 00	35 00	103 57	214 80	105 43	53 20	.....	27 40
Citrus.....	9515 84	372 92	104 25	6358 75	600 00	.....	247 71	173 90	3 50	41 90	26 47	1586 44
Clay.....	9317 49	.....	.....	7206 00	420 00	122 00	207 65	132 30	31 65	75 30	337 50	785 09
Columbia.....	15569 68	1207 61	102 35	12677 25	650 00	.....	307 49	113 10	85 35	.....	.....	426 53
Dade.....	8201 38	.....	.....	4836 00	433 30	.....	.....	288 20	241 31	24 90	.....	2377 67
DeSoto.....	17099 63	32 00	.....	11077 75	600 00	.....	.....	146 30	99 30	85 70	.....	5058 58
Duval.....	51377 87	1977 30	482 67	39179 00	1500 00	.....	.....	247 00	36 78	113 10	.....	7842 02
Escambia	35423 58	4082 22	889 74	21489 10	1000 00	177 50	.....	219 00	505 46	60 93	400 00	6599 63
Franklin	5950 44	1713 28	206 32	3070 00	150 00	.....	134 55	101 50	.....	32 50	101 84	440 45
Gadsden.....	8878 15	.....	.....	7489 80	600 00	75 00	188 28	119 60	75 00	49 20	....	281 27
Hamilton.....	8836 32	1955 57	.....	5703 62	480 00	16 25	149 05	140 80	54 98	56 10	.....	279 95
Hernando....	7424 42	1003 17	118 56	5385 50	537 50	10 00	175 59	94 90	18 00	42 10	.....	39 10
Hillsboro' ...	39193 90	2138 60	283 94	31780 26	1500 00	300 00	651 36	201 35	68 40	113 00	550 00	1606 99
Holmes.....	7147 66	1238 00	.....	5212 00	300 00	.....	110 46	118 60	.....	49 00	.....	119 60

Jackson	16796 37	.....	365 39	14437 00	1000 00	.....	340 28	281 46	174 24	138 00	.....	60 00
Jefferson	14507 09	3527 72	555 63	8885 00	540 00	.....	313 38	234 90	58 70	25 30	.....	366 46
Lafayette	5109 28	.....	.....	4376 50	420 00	.....	124 08	151 40	17 70	19 60	.....	.....
Lake	14829 12	1558 98	.....	10553 20	1030 00	200 00	342 91	96 80	58 11	49 80	75 00	814 32
Lee	6752 18	.....	7 22	2717 50	300 00	25 70	112 04	52 20	24 00	39 90	.....	3473 62
Leon	16207 37	.....	.....	13400 00	1200 00	.....	300 88	111 50	43 30	116 20	100 00	935 49
Levy	10654 10	938 67	36 55	8143 50	600 00	.....	178 64	192 60	68 01	40 00	.....	456 13
Liberty	2655 08	573 90	.....	1620 00	150 00	.....	52 98	106 05	4 30	30 15	.....	117 70
Madison	12451 46	.....	.....	9982 92	720 00	4 00	369 77	124 00	182 95	44 00	.....	1023 82
Manatee	9742 86	848 60	.....	7334 23	500 00	.....	202 46	101 75	59 50	26 20	108 50	561 62
Marion	35269 19	6804 36	397 11	24874 10	925 00	.....	424 72	240 00	212 33	152 50	.....	1239 07
Monroe	15071 47	1006 00	84 00	11161 33	600 00	.....	.....	84 00	46 45	40 00	75 00	1974 69
Nassau	16427 22	.....	757 57	11813 00	620 00	.....	304 68	229 45	367 93	71 20	50 00	2213 39
Orange	30273 34	11724 95	752 75	15585 00	1350 00	.....	569 34	147 00	78 75	53 00	.....	12 55
Osceola	8746 22	356 69	49 74	6771 50	600 00	.....	221 71	165 05	.....	19 50	158 00	404 03
Pasco	12304 58	2685 00	336 74	8119 25	654 00	.....	176 13	98 45	30 21	61 30	.....	143 50
Polk	21597 36	.....	365 09	19103 00	1000 00	.....	.....	157 40	163 25	76 50	300 00	432 12
Putnam	16453 60	148 50	.....	14972 50	825 00	.....	.....	134 30	84 40	64 40	200 00	24 50
St. Johns	20643 28	2600 00	360 90	11283 01	720 00	.....	299 64	129 20	155 78	34 00	323 57	4737 18
Santa Rosa	10349 76	.....	106 66	8086 35	1000 00	.....	201 44	113 60	109 16	38 75	.....	690 80
Sumter	10395 34	3125 25	130 30	6246 50	600 00	.....	.....	122 50	21 55	67 90	.....	81 34
Suwannee	16320 83	168 00	27 83	13883 65	600 00	25 00	260 11	147 80	83 00	70 00	275 00	780 44
Taylor	3053 35	.....	.....	2220 50	276 00	.....	71 13	118 85	77 10	38 00	.....	251 77
Volusia	15213 30	45 00	.....	11890 00	720 00	5 00	511 67	236 15	217 80	173 65	250 00	1164 03
Wakulla	3205 57	.....	.....	2432 00	208 26	.....	80 48	115 50	22 40	8 10	50 00	288 83
Walton	8446 50	2 30	.....	7533 00	440 00	.....	.....	119 60	42 90	17 30	251 40	40 00
Washington	9613 17	360 08	.....	7500 00	540 00	.....	174 03	122 55	57 60	85 25	50 00	723 66

TABLE XVI.—CONTINUED—DISTRIBUTING EXPENDITURES "FOR ALL OTHER PURPOSES" IN TABLE XVI.

1895–96. COUNTIES.	Total.	For School Lots.	For New Buildings.	For Repairs on Buildings.	Furniture and Apparatus.	For Insurance.	For Rent.	For Janitors.	Fuel and Incidentals.	Free Text Books.	For County Line Pupils.	For all Unclassified Expenses.
Whole State	$ 52,042 78	$ 1,665 85	$ 16,756 84	$ 5,940 64	$ 7,553 97	$ 1,489 95	$ 1,401 25	$ 3,129 50	$ 3,733 35	$ 475 85	$ 444 70	$ 16,450 88
Alachua	5,978 60	.....	669 04	43 85	260 71	.....	.....	.....	5 00	.....	.....	5,000 00
Baker	65 75	.....	.....	25 00	.....	.....	.....	.....	.....	.....	.....	40 75
Bradford	732 80	.....	.....	.....	36 00	30 00	.....	.....	86 80	.....	.....	580 00
Brevard	1,783 85	.....	664 54	115 09	384 04	.....	18 75	.....	.....	96 14	.....	505 29
Calhoun	27 40	.....	25 00	.....	2 40	.....	.....	.....	.....	.....	.....	.....
Citrus	1,586 44	25 00	260 75	34 25	127 85	30 25	.....	.....	3 75	.....	26 47	1,078 12
Clay	785 09	.....	200 00	77 90	72 13	.....	.....	.....	9 50	.....	59 36	366 20
Columbia	426 53	.....	160 79	103 58	159 76	.....	.....	.....	2 40	.....	.....	.....
Dade	2,377 67	.....	814 28	369 87	808 09	.....	53 00	.....	332 43	.....	.....	.....
DeSoto	5,058 58	.....	499 25	100 00	.....	.....	25 00	.....	.....	.....	25 00	4,409 33
Duval	7,842 02	.....	1,428 00	1,939 92	1,179 44	478 00	35 00	1,196 00	972 95	.....	.....	612 71
Escambia	6,599 63	936 00	1,779 00	556 72	1,032 82	348 45	383 00	441 00	890 56	.....	.....	232 08
Franklin	440 45	.....	.....	84 00	28 60	90 00	48 00	35 00	154 85	.....	.....	.....
Gadsden	281 27	.....	.....	.....	.....	23 25	.....	.....	.....	.....	.....	258 02
Hamilton	279 95	.....	166 70	36 25	.....	.....	.....	.....	.....	.....	.....	77 00
Hernando	39 10	.....	.....	.....	14 65	.....	.....	.....	.....	8 55	.....	15 90
	1,606 99	25 00	170 45	209 22	704 02	.....	.....	206 50	196 50	.....	.....	95 30
		10 00	90 00	.....	.....	.....	.....	.....	.....	.....	.....	19 60

Jackson	60 00	.....	.....	.....	.....	.....	.....	.....	.....	.....	60 00	.....
Jefferson	366 46	.....	23 00	77 34	169 29	.....	40 00	.....	2 05	.....	.....	54 78
Lafayette	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Lake	814 32	.....	734 69	1 15	.....	.....	.....	.....	.....	4 47	.....	74 01
Lee	3,473 62	.....	1,900 00	184 50	312 00	.....	5 00	.....	54 50	45 00	.....	972 62
Leon	935 49	.....	145 00	202 77	253 72	135 00	.....	60 00	105 00	.....	.....	34 00
Levy	456 13	.....	238 26	67 63	75 64	.....	.....	.....	.....	.....	74 60	.....
Liberty	117 70	20 00	90 00	.....	6 40	.....	.....	.....	.....	.....	1 30	.....
Madison	1,023 82	.....	270 55	60 00	.....	.....	.....	.....	2 80	.....	.....	690 47
Manatee	561 62	.....	376 05	30 35	86 14	45 00	.....	.....	.....	.....	.....	24 08
Marion	1,239 07	.....	539 83	269 97	189 33	.....	12 00	.....	3 70	2 88	110 68	110 68
Monroe	1,974 69	.....	177 63	72 46	.....	50 00	648 00	812 00	214 60	.....	.....	.....
Nassau	2,213 39	143 85	1,278 17	255 05	135 08	64 50	10 00	78 00	248 74	.....	.....	.....
Orange	12 55	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	12 55
Osceola	404 03	100 00	.....	24 00	94 50	.....	.....	54 00	6 00	41 39	.....	84 14
Pasco	143 50	.....	.....	.....	.....	82 00	.....	.....	.....	9 50	.....	52 00
Polk	432 12	.....	243 17	54 65	111 85	.....	.....	.....	.....	22 45	.....	.....
Putnam	24 50	.....	.....	.....	10 00	.....	.....	.....	13 00	.....	.....	1 50
St. Johns	4,737 18	321 00	2,110 57	435 23	948 80	113 50	46 50	247 00	383 38	131 20	.....	.....
Santa Rosa	690 80	35 00	235 00	.....	.....	.....	25 00	.....	15 59	.....	.....	380 21
Sumter	81 34	.....	.....	.....	.....	.....	.....	.....	8 75	.....	.....	72 59
Suwannee	780 44	.....	.....	142 50	.....	.....	.....	.....	.....	.....	87 29	550 65
Taylor	251 77	.....	127 50	10 00	.....	.....	.....	.....	.....	114 27	.....	.....
Volusia	1,164 03	.....	853 60	186 23	67 25	.....	28 00	.....	20 50	.....	.....	9 05
Wakulla	288 83	.....	242 83	.....	46 00	.....	.....	.....	.....	.....	.....	.....
Walton	40 00	.....	.....	.....	40 00	.....	.....	.....	.....	.....	.....	.....
Washington	723 66	50 00	243 79	171 16	197 46	.....	24 00	.....	.....	.....	.....	37 25

TABLE XVII.—SHOWING TOTAL EXPENDITURE FOR NEGRO SCHOOLS, INCLUDING PROPORTIONATE COST OF ADMINISTRATION BASED ON ENROLLMENT, AND COST PER PUPIL.

1895-96. COUNTIES.	Total.	Salaries of Teachers.	Cost of County Superintendents	Expense County Boards.	Examinations and Summer Schools.	Lots, Buildings, Furniture, etc.	Debt and Interest.	All other Purposes.	Cost per Pupil based on School		
									Population.	Enrollment.	Average Attendance.
Whole State	$156,292 44	$90,704 87	$10,106 30	$3,265 76	$1,871 16	$6,733 02	$24,779 64	$18,831 69	$ 2 35	$ 4 25	$ 6 47
Alachua	12833 70	4908 00	576 00	140 21	30 89	663 60	3533 52	2981 48	2 51	5 03	7 43
Baker	637 19	500 00	46 20	17 64	10 36	.....	.....	62 99	2 82	3 93	4 90
Bradford	1155 26	737 50	120 00	24 16	14 50	.....	82 92	176 18	1 80	2 01	2 80
Brevard	2490 02	1405 00	162 00	61 95	10 87	75 50	467 20	307 50	10 47	14 06	19 76
Cafhoun	360 22	251 10	43 55	41 63	6 92	.....	.....	17 02	1 49	4 14	5 71
Citrus	1334 93	818 75	96 00	28 38	10 94	24 59	66 74	289 53	6 21	11 31	15 56
Clay	1276 18	875 00	102 98	31 15	78 43	.....	.....	188 62	3 45	5 36	7 78
Columbia	4417 30	3075 50	292 50	87 30	.....	76 75	589 48	295 77	1 97	2 89	4 42
Dade	1256 26	495 00	95 99	111 20	5 23	62 69	.....	486 15	*13 82	*12 56	17 69
DeSoto	475 66	295 00	18 00	7 37	2 57	.....	96	151 76	7 79	8 81	11 11
Duval	18318 23	12016 00	735 00	139 05	57 68	1593 18	1205 39	2571 93	2 93	6 47	10 56
Escambia	11175 01	5338 55	412 13	253 56	161 33	1627 42	1641 75	1740 27	3 92	7 65	11 22
Franklin	1898 86	720 00	58 50	39 59	52 43	90 80	748 70	188 84	4 49	7 78	13 37
Gadsden	2861 92	2042 80	398 25	114 81	29 03	.....	.....	277 03	86	1 56	2 52
Hamilton	2268 12	1234 37	163 76	64 61	18 51	.....	645 30	141 57	2 03	3 49	7 64
Hernando	1289 93	637 50	175 20	36 13	13 52	.....	358 95	68 63	2 99	5 89	8 84
Hillsboro'	4120 20	2681 0	324 00	48 56	129 34	115 55	436 05	385 70	2 64	5 07	8 14
Holmes	225 35	120 00	6 00	2 37	98	68 00	24 76	3 24	2 75	5 63	9 80

Jackson	5082 21	3859 00	520 00	236 96	71 76	.....	186 35	208 14	1 19	1 80	3 30
Jefferson	6047 65	2008 00	377 40	218 46	17 96	82 64	2899 17	444 02	1 15	2 56	3 42
Lafayette	141 98	120 00	12 60	5 07	59	.....	.....	3 72	5 91	5 91	7 89
Lake	1979 68	1069 75	268 80	32 54	26 21	.....	349 37	233 01	3 38	5 14	7 02
Lee	226 24	165 00	16 29	3 81	2 00	10 00	36	28 78	9 83	11 31	12 56
Leon	8215 85	5845 00	996 00	128 48	179 45	239 62	.....	827 30	98	2 48	3 58
Levy	2141 03	1359 50	174 00	75 58	8 60	92 17	273 83	157 35	2 43	4 57	6 65
Liberty	824 04	410 00	60 00	44 15	12 06	.....	229 56	68 27	2 81	4 58	6 44
Madison	3517 90	2261 95	369 24	153 54	22 44	.....	.....	710 73	95	2 01	3 25
Manatee	246 34	150 00	20 00	6 45	5 39	.....	33 94	30 56	3 73	6 32	9 47
Marion	10932 94	5245 50	499 50	244 24	77 35	172 18	3888 79	805 38	2 39	3 82	6 02
Monroe	4747 96	3105 00	198 00	43 08	3 81	577 20	359 70	461 17	3 55	6 91	8 94
Nassau	5516 36	3358 00	291 40	28 08	56 96	457 32	356 05	968 55	4 12	6 57	8 79
Orange	7820 26	3120 00	432 00	72 24	16 96	.....	3992 86	186 20	7 54	9 51	15 09
Osceola	1134 96	814 50	90 00	24 76	26 66	28 50	60 96	89 58	7 41	8 80	11 12
Pasco	508 26	299 00	32 70	6 43	3 07	.....	151 08	15 98	5 18	9 77	13 73
Polk	1687 71	1325 00	120 00	38 48	45 18	73 17	42 81	43 07	4 33	4 83	6 88
Putnam	5420 22	4745 00	379 50	100 60	115 54	.....	68 31	11 27	3 28	4 60	7 26
St. Johns	5663 52	2307 00	244 80	86 89	121 57	278 84	1006 71	1617 71	8 22	10 34	15 10
Santa Rosa	1618 74	945 35	220 00	49 67	8 53	225 00	23 40	146 79	1 84	2 94	4 05
Sumter	2368 68	1290 00	156 00	37 45	17 65	.....	846 44	41 14	4 78	6 81	9 59
Suwannee	4847 35	3775 00	275 00	101 55	151 80	.....	86 16	457 84	2 17	3 29	4 90
Taylor	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Volusia	4115 48	2785 25	282 75	177 04	165 27	55 90	17 55	631 72	4 65	5 65	8 43
Wakulla	928 23	650 00	77 06	43 03	21 50	.....	.....	136 64	1 62	2 36	4 11
Walton	866 54	741 00	48 40	17 88	29 56	.....	25 30	4 40	1 88	3 45	4 92
Washington	1297 97	800 00	118 80	39 63	29 76	42 40	79 22	188 16	2 22	2 62	3 85

*Relation due to incorrect census.

TABLE XVIII.—SHOWING: (1) AMOUNT RECEIVED BY EACH COUNTY FOR $1 OF ONE MILL TAX PAID; (2) VISITS OF COUNTY SUPERINTENDENT; (3) THE PER CENT. THE COST OF COUNTY SUPERINTENDENT IS OF TOTAL SALARIES OF TEACHERS; (4) THE COST OF PUBLIC EDUCATION PER INHABITANT; PER YOUTH OF SCHOOL AGE; PER PUPIL ENROLLED; PER PUPIL IN DAILY ATTENDANCE.

1895-96. COUNTIES.	One Mill Tax.	County Superintendent.		Per Capita Cost of Public Schools, Counting Both Races.			
	Amt. returned to Counties for each $1 paid into this fund.	Number of visits made.	His cost, what per cent. of all Teachers.	Per Inhabitant. Census of 1895.	*Per Youth of School age.	*Per Pupil Enrolled in the Schools.	*Per Pupil in Daily Attendance.
State	$.....	2668	.066	$1 42	$4 33	$6 58	$9 95
Alachua	1 58	85	.052	1 38	4 27	7 34	10 56
Baker	1 44	.....	.078	1 32	3 58	4 26	6 24
Bradford	1 37	59	.073	1 09	3 54	3 60	5 05
Brevard	45	59	.087	3 51	12 91	16 46	23 44
Calhoun	97	50	.144	97	2 92	4 75	7 86
Citrus	50	49	.094	2 23	10 05	12 91	19 40
Clay	88	49	.075	1 79	5 41	7 27	11 34
Columbia	1 68	85	.051	1 24	3 45	4 57	6 80
Dade	17	28	.089	2 47	12 81	17 53	27 25
De Soto	1 06	.....	.054	2 66	6 93	8 34	11 66
Duval	64	39	.038	1 48	4 90	8 98	14 09
Escambia	90	128	.055	1 57	5 03	8 40	12 50
Franklin	1 91	12	.049	1 33	6 15	9 40	17 05
Gadsden	2 32	72	.090	65	1 76	2 85	4 38
Hamilton	1 15	22	.088	88	2 83	4 49	8 59
Hernando	82	62	.102	2 53	7 06	10 71	15 21
Hillsborough	63	93	.056	1 25	4 83	8 82	14 38
Holmes	2 32	57	.058	1 15	3 01	3 85	7 43

Jackson	2 93	144	.069	77	2 19	3 08	5 58
Jefferson	2 06	47	.061	97	2 22	4 38	5 96
Lafayette	73	43	.099	1 35	4 17	6 57	9 24
Lake	79	53	.121	1 78	6 50	8 02	11 07
Lee	26	15	.120	3 03	9 97	17 09	25 19
Leon	1 76	99	.089	83	1 75	4 07	5 86
Levy	1 24	52	.074	1 41	4 23	6 58	9 66
Liberty	1 18	16	.093	1 28	3 86	5 85	8 91
Madison	2 30	47	.073	91	2 10	3 59	6 26
Manatee	1 11	36	.068	2 54	7 80	9 07	12 60
Marion	1 40	104	.037	1 61	4 56	6 69	10 21
Monroe	72	72	.054	88	3 27	7 22	10 23
Nassau	87	59	.052	1 86	5 98	9 11	11 24
Orange	84	52	.087	2 43	9 77	11 89	16 75
Osceola	65	62	.088	2 58	8 08	10 00	13 90
Pasco	82	56	.081	2 62	8 63	10 96	15 90
Polk	71	93	.052	1 97	6 34	7 42	10 51
Putnam	85	68	.055	1 45	4 73	6 46	9 75
St. Johns	55	61	.064	2 68	9 53	12 83	18 70
Santa Rosa	1 94	82	.124	1 16	2 95	4 07	5 70
Sumter	96	128	.096	1 96	5 90	7 70	10 75
Suwannee	1 65	83	.045	1 30	3 50	4 90	7 16
Taylor	1 94	13	.124	1 00	2 69	4 03	6 54
Volusia	78	55	.061	1 33	6 02	8 19	12 98
Wakulla	1 66	38	.086	87	2 60	3 06	5 05
Walton	1 28	69	.058	1 06	2 85	3 83	6 17
Washington	1 64	107	.072	1 23	3 33	4 26	6 82

*This item counting Negro pupils alone given in Table XVII.

TABLE XIX.—SHOWING SCHOOL PROPERTY OWNED BY COUNTY BOARDS.

1895-96. COUNTIES.	Kinds of School Buildings.										No. suppl'd with patent desks.			Values of School Property.											
		Brick.			Frame.			Log.							Lots.			Buildings.			Furniture and Apparatus.		
	Grand Total.	Total.	White.	Negro.	Total.	White.	Negro.	Total.	White.	Negro.	Total.	White.	Negro.	Grand Total.	Total.	White.	Negro.	Total.	White.	Negro.	Total.	White.	Negro.
Whole State	2238	13	11	2	1853	1402	451	372	294	78	572	497	75	$628,328	$96,421	$74,857	$21,564	$424,433	$352,873	$71,560	$107,474	$90,496	$16,978
Alachua	122	1	1		115	44	71	6	2	4	70	45	25	49985	3340	2585	755	38245	28145	10100	8100	5915	2485
Baker	39	...	...	...	18	16	2	21	19	2	...	...	...	4580	160	160	...	2040	2040	...	2380	2140	240
Bradford	61	...	...	...	41	35	6	20	17	3	2	2	...	16200	1865	1695	170	12065	11490	575	2270	2115	155
Brevard	35	...	...	...	35	34	1	...	...	...	34	34	...	17960	3035	2935	100	11050	10750	300	3875	3765	110
Calhoun	30	...	...	...	13	13	...	17	9	8	...	...	...	755	115	115	...	315	315	...	325	310	15
Citrus	25	...	...	...	24	22	2	1	1	...	28	24	4	7947	318	313	5	4975	4775	200	2655	2298	357
Clay	43	...	...	...	42	36	6	1	...	1	9	7	2	10055	1525	1350	175	7160	4920	2240	1370	1151	219
Columbia	70	...	...	...	68	43	25	2	1	1	6	6	...	11195	1030	825	205	7735	6300	1435	2430	1855	275
Dade	14	...	...	...	14	13	1	...	...	...	13	12	1	11405	3750	3650	100	6200	6150	50	1455	1380	75
DeSoto	58	...	...	...	40	38	2	18	18	...	5	5	...	3430	235	235	...	2575	2575	...	620	620	...
Duval	86	4	2	2	81	52	29	1	...	1	66	49	17	75200	13235	9800	3435	53795	33985	19810	8170	5605	2565
Escambia	65	1	1	...	57	41	16	7	2	5	46	42	4	57168	13095	9945	3150	32905	28530	4375	11168	9378	1790
Franklin	5	...	...	...	5	4	1	...	...	...	2	1	1	12380	3050	2300	750	8700	6700	2000	630	530	100
Gadsden	65	...	...	...	...	...	...	...	...	...	1	1	...	260	...	...	...	...	...	...	260	260	...
Hamilton	63	1	1	...	48	39	9	14	5	9	2	2	...	2340	55	52	3	1860	1860	...	425	425	...
Hernando	20	...	...	...	20	15	5	...	...	...	3	3	...	8362	515	385	130	6895	6445	450	952	868	84
Hillsboro'	89	1	1	...	83	68	15	5	5	...	11	11	...	18207	5485	3985	1500	9200	6700	2500	3572	3122	450
Holmes	42	...	...	...	24	24	...	18	16	2	1	1	...	3278	465	465	...	1385	1385	...	1478	1478	...

Jackson	88	...	66	40	26	22	13	9	5	4	1	9602	1438	1203	235	6345	4435	1910	1819	1525	294
Jefferson..	26	...	24	21	3	2	1	1	12	12	..	7535	290	210	80	5435	3320	2115	1810	1660	150
Lafayette .	39	...	12	12	..	27	27	..	...	...	..	1030	60	60	...	570	570	...	400	400	...
Lake.....	55	1 1 ...	49	39	10	5	5	..	22	22	...	9688	665	665	...	7587	7587	...	1436	1436	...
Lee.....	11	...	11	11	..	..	...	..	5	5	..	7125	1280	1280	...	4700	4700	...	1145	1095	50
Leon	68	1 1 ..	63	30	33	4	1	3	3	2	1	20280	4177	3092	1085	13475	9940	3535	2629	1407	1222
Levy.....	46	...	41	31	10	5	5		4	4	..	7045	430	309	121	5360	4420	940	1255	1010	245
Liberty.....	17	...	10	8	2	7	2	5	...	...	...	1968	100	100	...	1535	1535	...	333	285	48
Madison ..	84	...	63	41	22	21	15	6	1	1	...	8667	1395	1140	255	5890	4965	925	1387	1177	210
Manatee...	36	...	36	36	..	..	..		11	11	..	12070	690	690	...	10100	10100	...	1280	1280	...
Marion.....	105	...	104	74	30	1	..	1	65	56	9	42073	6475	3915	2560	28625	27600	1025	6973	6728	245
Monroe....	11	...	11	9	2	...	..	...	9	7	2	25315	10900	7400	3500	10550	9050	1500	3865	2715	1150
Nassau	59	1 1 ...	57	41	16	1	1	...	4	4	..	15725	1950	1310	640	11835	8075	3760	1940	1495	445
Orange. ..	56	1 1 ...	55	42	13	..	...		16	16		1560	215	215	...	1175	1175	...	170	170	...
Osceola.....	28	...	21	18	3	7	6	1	1	1	..	6606	1155	1155	...	3675	3675	...	1776	1690	86
Pasco..	38	...	36	36	..	2	2	..	15	15	..	14740	1475	1475	...	11830	11830	...	1435	1435	..
Polk.....	82	1 1	73	66	7	8	8	...	6	6	..	13018	395	390	5	9750	9606	150	2873	2848	25
Putnam ...	64	...	63	41	22	1	1	..	14	11	3	10240	2220	2210	10	5725	3725	2000	2295	1295	1000
St. Johns ..	31	...	31	27	4	...	...	..	18	17	1	31390	5210	3365	1845	19650	14600	5050	6530	5215	1315
Santa Rosa.	70	...	48	41	7	22	21	1	4	4	...	8745	945	795	150	5060	4460	600	2740	2420	320
Sumter.....	23	...	23	23	..	...	...		11	11	...	8305	...	...	...	6635	6635	...	1670	1670	...
Suwannee..	83	...	72	51	21	11	4	7	1	1	..	17470	1560	1150	410	13330	10950	2380	2580	1970	610
Taylor. . ..	34	...	7	7	.	27	27	..	1	1	..	1436	65	65	...	975	975	...	396	396	...
Volusia	51	...	48	37	11	3	3	..	43	39	4	21617	1065	895	170	17315	16030	1285	3237	2849	388
Wakulla ...	31	...	23	17	6	8	5	3	...	..	...	2175	190	190	...	1376	1376	...	610	440	170
Walton.....	68	...	36	31	5	32	28	4	2	2	..	1673	78	78	...	455	455	...	1140	1140	...
Washington	67	...	42	35	7	25	24	1	...	...	..	10515	775	755	20	8425	8075	350	1315	1230	85

*TABLE XX.—SHOWING FINANCIAL CONDITION OF COUNTIES.

1895-96. COUNTIES.	Total Receipts.	Total Expenditures.	Cash on hand.	Indebtedness.	Net Cash.	—Real Indebtedness—
Whole State..	$732,726 00	$660,249 62	$35,192 92	$68,303 27		
Alachua. ...	41521 60	38806 98	2714 62	$7000 00		—$4285 38
Baker...	4639 38	4914 46	.. ..	275 08		— 275 08
Bradford.....	13569 67	10356 81	.....	1151 76		— 1151 76
Brevard	15145 50	15984 52	103 38	1139 02		— 1035 64
Calhoun	6392 83	3161 50	3231 33	.....	+	3231 33
Citrus.....	14027 12	9515 84	2728 88	4511 28		— 1782 40
Clay	11308 25	9317 49	1074 81	.....	+	1074 81
Columbia. ...	15558 81	15569 68	391 30	1173 30		— 782 00
Dade.....	10251 87	8201 38	2440 50	... ...	+	2440 50
DeSoto.....	24627 09	17099 63	7527 46	60 00	+	7467 46
Duval.....	60465 60	51377 87	10699 31	129 75	+	10569 56
Escambia.....	36254 91	35423 58	631 33	15691 10		—15059 77
Franklin.	5189 33	5950 44	....	1499 90		— 1499 90
Gadsden.. ..	9434 98	8878 15	556 83	.....	+	556 83
Hamilton....	7453 91	8836 32	72 41	1529 27		— 1456 86
Hernando. .	8325 77	7424 42	1061 00	1522 05		— 461 05
Hillsborough..	41813 17	39193 90	2637 27	.....	+	2637 27
Holmes.....	4958 62	7147 66	....	2199 04		— 2199 04
Jackson	17046 25	16796 37	249 88	... ..	+	249 88
Jefferson.	14557 85	14507 09	100 32	3805 85		— 3705 53
Lafayette.....	6102 19	5109 28	558 58	.....	+	558 58
Lake.	21777 34	14829 12	7384 05	463 88	+	6920 17
Lee.....	8918 79	6752 18	2445 61	.....	+	2445 61
Leon.....	17262 16	16207 37	994 79	.....	+	994 79
Levy.....	15680 45	10654 10	2346 18	522 99	+	1823 19
Liberty..... ..	2486 76	2655 08	11 29	240 58		— 229 29
Madison	15460 45	12451 46	3256 48	... .	+	3256 48
Manatee.....	8403 84	9742 86	40 55	1339 02		— 1298 47
Marion	33235 81	35269 19	5042 03	8446 46		— 3404 43
Monroe..... ..	15412 90	15071 47	.....	802 17		— 802 17
Nassau	16712 02	16427 22	284 80	6899 18		— 6614 38
Orange.....	31183 47	30273 34	910 13	... .	+	910 13
Osceola.....	9988 58	8746 22	1242 36	476 39	+	765 97
Pasco	9979 02	12304 58	21 57	2407 13		— 2385 56
Polk.....	27464 27	21597 36	6319 91	453 00	+	5866 91
Putnam...	20984 08	16453 60	4839 58	160 00	+	4679 58
St. Johns.....	20718 15	20643 28	74 87	3000 00		— 2925 13
Santa Rosa....	10628 51	10349 76	124 13	703 64		— 679 51
Sumter.....	11232 33	10395 34	1406 43	569 44	+	836 99
Suwannee	16885 31	16320 83	564 48	... ...	+	564 48
Taylor.....	3838 07	3053 35	982 86	147 00	+	835 86
Volusia.....	23024 47	15213 30	8632 64	824 87	+	7807 77
Wakulla.....	4040 14	3205 57	734 21	.....	+	734 21
Walton	9306 21	8446 50	754 76	.....	+	754 76
Washington ..	9528 17	9613 17	.. ..	307 78		— 307 78

*This table illustrates that book-keeping ought to be kept in the public school curriculum. No one can reconcile some of the conflicting exhibits, possibly not the maker of the report, in this balance sheet.

APPENDIX.

PART VIII.

STATE CONVENTION OF COUNTY SUPERINTENDENTS.

While the facts brought out in this appendix do not legitimately come within the scope of this Bi-ennial Report, they are nevertheless of vital interest and importance to the school work of our State, and will be valuable as matters of reference during the work of legislation concerning school affairs, reflecting as they do the views and sentiments of a large proportion of those who are leaders in educational work and thought.

No meeting of men in the history of Florida bears so important and significant a relation to the present educational work committed to the care of teachers and Superintendents, as the convention of County Superintendents held in Live Oak, convening Feb. 9, 1897.

The object of this appendix is to note especially the *fact*, work and significance of that convention.

It is not proposed in this sketch to do more than suggest *some* things that were discussed and cite the action of the convention in regard to propositions for future work.

The program as published is inserted here to indicate the trend of the discussions. The conclusions reached on the various topics follow the programme.

PROGRAMME.

LIVE OAK, Feb. 9-12, 1897.

Speeches Limited to Ten Minutes. Time May be Extended by the Body.

THURSDAY, FEBRUARY 9 - 9 A. M.

INVOCATION.

1. THE PURPOSE AND FUNCTION OF SCHOOL SUPERVISION

L. W. BUCHHOLZ

(a) The qualifications requisite for a County Superintendent. G. P. Glenn

Discussion .....John C. Compton; continued by volunteers

11 A. M.

2. COMPENSATION OF COUNTY SUPERINTENDENTS.

(a) How may better salaries be secured and on what basis should they be regulated.....Shelton Philips

(b) Would it be economy to dispense with this office J. L. Hollingsworth

(c) What proportion of his time should be devoted to his official duties..... .. ..A. J. Wooldridge

(d) Is it necessary that he visit schools, and what his duties when at a school..... ....E. L. McDaniel

Discussion.....Thomas W. Ralph; continued by volunteers

2:30 P. M.

3. SCHOOL REVENUES.

(a) Is greater revenue needed; if so, is it prudent to agitate it now..... ....J. H. Girardeau

(b) Who should levy the taxes for schools...W. W. Bostick

(c) How can teachers be paid monthly under our present tax system..... . Wm. M. Holloway

(d) Would a Constitutional Amendment requiring a three-mill State levy, or making mandatory the County School levy—minimum five mills, maximum eight mills—meet with favor among the people..... .....Shelton Philips

(e) Whittling down school revenue by legislation; how can it be stopped .....E. L. McDaniel

Discussion.... .. ..N. B. Cook; continued by volunteers.

8 P. M.

4. Address..... .....L. W. Buchholtz.

WEDNESDAY, FEBRUARY 10—9 A. M.

INVOCATION.

5. STATE UNIFORMITY IN TEXT-BOOKS.

(a) Is it desirable.....John H. Sams

(b) Why not desirable . ... George P. Glenn

Discussion.....P. F. Fisher; continued by volunteers

10:30 A. M.

6. STATE COURSE OF STUDY.

(a) What are its advantages..... ...John C. Compton

(b) What are the objections to it ....R. Q. Baker

(c) Who should prescribe, and what is necessary to secure its universal adoption .....W. B. Lynch

(d) Is the State ready for it.....W. B. Hinton
Discussion..... ...J. R. Key: continued by volunteers

2:30 P. M.

7. COUNTY SCHOOL RECORDS AND REPORTS.

(a) What items should be made a matter of record in a County Superintendent's office, and what books are needed.....Thos. W. Ralph
(b) Are the blanks sufficiently comprehensive and which is the most important in the system of reports A. M. C. Russell
(c) When is the time to scrutinize and to demand corrections in a teacher's report.....Dr. C. F. Kemp
(d) Would it be well to dispense with the teacher's Final Report.....W. C. Lockey
(e) Are reports worth the time and care necessary to make them.....N. W. Eppes
(f) COUNTY SUPERINTENDENTS' ANNUAL REPORTS:
(1) What should be chiefly characteristic of them L. W. Buchholz
(2) What remodeling of the blanks are needed N. B. Cook
(3) Should they be dispensed with.....Jno. C. Compton
(4) Should fullness and uniformity be insisted on, or is it sufficient that each one report his own data to suit his own fancy..... A. W. Mizell
Discussion.....Wm. N. Sheats; continued by volunteers

8. P. M.

8. Address..... Prof. A. F. Lewis; alternate, Geo. P. Glenn

THURSDAY, FEBRUARY 11—9 A. M.

INVOCATION.

9. SUB-DISTRICTS AND LOCAL TAXATION.

(a) Have they proven a success, or shall the law be abolished F. G. Schell
(b) Are they operative in rural districts.....W. D. Carn
(c) Are any changes needed in the present law M. F. Giddens
(d) What the chief objections and who the principal objectors to a sub-district tax.....D. O. Thrasher
(e) What should be the special prerogatives of trustees, or who should hold and on whose order should district funds be disbursed; who should employ and fix salaries of teachers, and determine the length of school term in sub-districts.....C. S. Young
Discussion.....J. B. Parkinson; continued by volunteers

11 A. M.

10. COMPULSORY EDUCATION.

(a) Is the State ready to undertake to compel school attendance.....Charles Dinkins
(b) Would such a law work local hardships in rural districts Z. Jones

(c) What limitations should be incorporated into such a law
J. E. Hanna
(d) Shall we urge its passage by the Legislature
C. A. Snowball
Discussion.....W. W. Shedd; continued by volunteers

2:30 P. M.

TEACHERS' EXAMINATIONS AND CERTIFICATES.

(a) Does the present system suit our conditions
R. L. Williams
(b) Should the law be adhered to strictly in regard to Grading Committees.....E. H. Reynolds
(c) What should be done in case of repeated charges of palpable violations of the law.....W. M. Rowlett
(d) Would a Grading Committee for the State, or one for each Judicial District, be preferable .....T. J. Gregory
(e) Is there real necessity for, and shall special examinations and temporary certificates be continued.....S. M. Revell
(f) Do not special examinations throw wide open for fraud and favoritism the door which the uniform examination was designed to close .....H. L. Avant
(g) Should the lower grade county certificates be re-issuable indefinitely on examination.....Z. T. Merritt
(h) Is the life of Second and Third Grade certificates too long to induce to the best advancement in the teaching force.....J. L. Hollingsworth
Discussion. ...J. A. J. Hathaway; continued by volunteers

8 P. M.

12. Address..... Col. E. P. Cater; alternate, Jno. C. Compton

FRIDAY, FEBRUARY 12—9 A. M.

INVOCATION.

13. COUNTY HIGH SCHOOLS.

(a) Should one running eight months be mandatory in each county.....J. A. Jones
(b) What compensation would patrons living in other districts receive, justifying the monetary discrimination necessary to sustain such a school .....K. M. Tedder
(c) Do you believe intelligent public sentiment would endorse a law compelling one high school in each county
Rufus M. Yent
(d) If public sentiment is not intelligent should it be heeded, and shall steps be taken to secure such a law. P. F. Fisher
Discussion.....L. W. Buchholtz; continued by volunteers

10:30 A. M.

14. ELIGIBILITY FOR SCHOOL OFFICERS.

(a) Under our election system, should every voter be eligibl to run for County Superintendent. .....John C. Compto
(b) Would it be possible to make a law prescribing restri tions uniform in its operation.....Shelton Phili
(c) With a restrictive law, what should be done when no o possessing the legal requirements qualifies to run for t

office..... ... . Z. Jones
(d) Should any educational qualifications be prescribed for the office of Supervisor..... E. L. McDaniel
Discussion.....Thos. W. Ralph; continued by volunteers

2:30 P. M.

15. AMENDMENTS TO SCHOOL LAWS.

(a) Are any imparatively needed to remove friction and to enhance progress in our system..... A. M. C. Russell
Discussion. ...Wm. M. Holloway; continued by volunteers

3:30 P. M.

16. MISCELLANEOUS.

(a) Is it advisable to ask the Legislature to fix a minimum salary for the office of County Superintendent W. W. Bostick
(b) Is 5 cents mileage for County Boards just and ample Jno. H. Sams
(c) What are the points to be considered in fixing teachers' salaries .. ..N. B. Cook
(d) What should be done with less than 10 pupils too remote to attend an established school.....F. G. Schell
(e) Is legislation needed, and what to secure better buildings and furniture.....Jno. C. Compton
(f) Is there necessity for another State Normal School R. Q. Baker
(g) Can the present one best meet all the wants of the State Shelton Philips
(h) Is it desirable that an appropriation be made for Teachers' Summer Schools.....M. F. Giddens
(1) Would the electors approve such appropriation .... J. R. Key
(i) Is it advisable to begin now the establishment of City Systems in this State..... ... .Geo. P. Glenn
(j) Should teachers be permitted to open schools under the promise that the examination will be taken at some future date.....A. W. Mizell
(k) Should a teacher be employed whose certificate expires before the school term ends.....W. D. Carn
(l) Should patrons be permitted to patronize two or more schools and participate in the government of all J. A. J. Hathaway
(m) Should a well paid principal be permitted to consume the most of his time with a half dozen pupils in studies beyond the public school course, while the teaching of a large number of pupils is forced upon a poorly paid assistant? Who should regulate such cases .. ..A J. Wooldridge
(n) What disposition should be made of registers after the close of any school..... ... .H. L. Avant

☞Any other question may be added or substituted, which any Superintendent may desire discussed.

8 P. M.

17. Address .....Dr. O. Clute

Adjournment.

TABLE XIX.—SHOWING SCHOOL PROPERTY OWNED BY COUNTY BOARDS.

1895-96. COUNTIES.	Kinds of School Buildings.												No. suppl'd with patent desks.			Values of School Property.									Furniture and Apparatus.		
		Brick.			Frame.			Log.									Lots.			Buildings.							
	Grand Total.	Total.	White.	Negro.	Total.	White.	Negro.	Total.	White.	Negro.			Total.	White.	Negro.	Grand Total.	Total.	White.	Negro.	Total.	White.	Negro.			Total.	White.	Negro.
Whole State	2238	13	11	2	1853	1402	451	372	294	78			572	497	75	$628,328	$96,421	$74,857	$21,564	$424,433	$352,873	$71,560			$107,474	$90,496	$16,978
Alachua	122	1	1	..	115	44	71	6	2	4			70	45	25	49985	3340	2585	755	38245	28145	10100			8400	5915	2485
Baker	39	..	..	..	18	16	2	21	19	2			..	..	..	4580	160	160	..	2040	2040	..			2380	2140	240
Bradford	61	..	..	..	41	35	6	20	17	3			2	2	..	16200	1865	1695	170	12065	11490	575			2270	2115	155
Brevard	35	..	..	..	35	34	1	..	..	..			34	34	..	17960	3035	2935	100	11050	10750	300			3875	3765	110
Calhoun	30	..	..	..	13	13	..	17	9	8			..	..	..	755	115	115	..	315	315	..			325	310	15
Citrus	25	..	..	..	24	22	2	1	1	..			28	24	4	7947	318	313	5	4975	4775	200			2655	2298	357
Clay	43	..	..	..	42	36	6	1	..	1			9	7	2	10055	1525	1350	175	7160	4920	2240			1370	1151	219
Columbia	70	..	..	..	68	43	25	2	1	1			6	6	..	11195	1030	825	205	7735	6300	1435			2430	1855	275
Dade	14	..	..	..	14	13	1	..	..	..			13	12	1	11405	3750	3650	100	6200	6150	50			1455	1370	75
DeSoto	58	..	..	..	40	38	2	18	18	..			5	5	..	3430	235	235	..	2575	2575	..			620	620	..
Duval	86	4	2	2	81	52	29	1	..	1			66	49	17	75200	13235	9800	3435	53795	33985	19810			8170	5605	2565
Escambia	65	1	1	..	57	41	16	7	2	5			46	42	4	57168	13095	9945	3150	32905	28530	4375			11168	9378	1790
Franklin	5	..	..	..	5	4	1	..	..	..			2	1	1	12380	3050	2300	750	8700	6700	2000			630	530	100
Gadsden	65	..	..	..	..	..	..	..	..	..			1	1	..	260	..	..	..	..	..	..			260	260	..
Hamilton	63	1	1	..	48	39	9	14	5	9			2	2	..	2340	55	52	3	1860	1860	..			425	425	..
Hernando	20	..	..	..	20	15	5	..	..	..			3	3	..	8362	515	385	130	6895	6445	450			952	868	84
Hillsboro'	89	1	1	..	83	68	15	5	5	..			11	11	..	18207	5435	3935	1500	9200	6700	2500			3572	3122	450
Holmes	42	..	..	..	24	24	..	18	16	2			1	1	..	3278	465	465	..	1335	1335	..			1478	1478	..

Jackson	88	...	66	40	26	22	13	9	5	4	1	9602	1438	1203	235	6345	4435	1910	1819	1525	294
Jefferson	26	...	24	21	3	2	1	1	12	12	..	7535	290	210	80	5435	3320	2115	1810	1660	150
Lafayette	39	...	12	12	..	27	27	..	...	...	..	1030	60	60	...	570	570	...	400	400	...
Lake	55	1 1 ...	49	39	10	5	5	..	22	22	...	9688	665	665	...	7587	7587	...	1436	1436	...
Lee	11	...	11	11	..	..	...	..	5	5	..	7125	1280	1280	...	4700	4700	...	1145	1095	50
Leon	68	1 1 ..	63	30	33	4	1	3	3	2	1	20280	4177	3092	1085	13475	9940	3535	2629	1407	1222
Levy	46	...	41	31	10	5	5		4	4	..	7045	430	309	121	5360	4420	940	1255	1010	245
Liberty	17	...	10	8	2	7	2	5	...	...	...	1968	100	100	...	1535	1535	...	333	285	48
Madison	84	...	63	41	22	21	15	6	1	1	...	8667	1395	1140	255	5890	4965	925	1387	1177	210
Manatee	36	...	36	36	.	...	...		11	11	..	12070	690	690	...	10100	10100	...	1280	1280	...
Marion	105	...	104	74	30	1	..	1	65	56	9	42073	6475	3915	2560	28625	27600	1025	6973	6728	245
Monroe	11	...	11	9	2	...	.	...	9	7	2	25315	10900	7400	3500	10550	9050	1500	3865	2715	1150
Nassau	59	1 1 ...	57	41	16	1	1	...	4	4	..	15725	1950	1310	640	11835	8075	3760	1940	1495	445
Orange	56	1 1 ...	55	42	13	..	...		16	16	.	1560	215	215	...	1175	1175	...	170	170	...
Osceola	28	...	21	18	3	7	6	1	1	1	..	6606	1155	1155	...	3675	3675	...	1776	1690	86
Pasco	38	...	36	36	..	2	2	..	15	15	..	14740	1475	1475	...	11830	11830	...	1435	1435	..
Polk	82	1 1	73	66	7	8	8	...	6	6	..	13018	395	390	5	9750	9606	150	2873	2848	25
Putnam	64	...	63	41	22	1	1	..	14	11	3	10240	2220	2210	10	5725	3725	2000	2295	1295	1000
St. Johns	31	...	31	27	4	...	...	..	18	17	1	31390	5210	3365	1845	19650	14600	5050	6530	5215	1315
Santa Rosa	70	...	48	41	7	22	21	1	4	4	...	8745	945	795	150	5060	4460	600	2740	2420	320
Sumter	23	...	23	23	...	...	...		11	11	...	8305	...	...	...	6635	6635	...	1670	1670	...
Suwannee	83	...	72	51	21	11	4	7	1	1	..	17470	1560	1150	410	13330	10950	2380	2580	1970	610
Taylor	34	...	7	7	.	27	27	..	1	1	..	1436	65	65	...	975	975	...	396	396	...
Volusia	51	...	48	37	11	3	3	..	43	39	4	21617	1065	895	170	17315	16030	1285	3237	2849	388
Wakulla	31	...	23	17	6	8	5	3	...	..	...	2175	190	190	...	1376	1376	...	610	440	170
Walton	68	...	36	31	5	32	28	4	2	2	..	1673	78	78	...	455	455	...	1140	1140	...
Washington	67	...	42	35	7	25	24	1	...	...	..	10515	775	755	20	8425	8075	350	1315	1230	85

*TABLE XX.—SHOWING FINANCIAL CONDITION OF COUNTIES.

1895-96. COUNTIES.	Total Receipts.	Total Expenditures.	Cash on hand.	Indebtedness.	Net Cash. + —Real Indebtedness
Whole State..	$732,726 00	$660,249 62	$85,192 92	$68,303 27	
Alachua. ...	41521 60	38806 98	2714 62	$7000 00	—$4285 38
Baker...	4639 38	4914 46	.. ..	275 08	— 275 08
Bradford.....	13569 67	10356 81	.....	1151 76	— 1151 76
Brevard	15145 50	15984 52	103 38	1139 02	— 1035 64
Calhoun..	6392 83	3161 50	3231 33	.....	+ 3231 33
Citrus.....	14027 12	9515 84	2728 88	4511 28	— 1782 40
Clay	11308 25	9317 49	1074 81	.....	+ 1074 81
Columbia. ...	15558 81	15569 68	391 30	1173 30	— 782 00
Dade.....	10251 87	8201 38	2440 50	... ...	+ 2440 50
DeSoto.....	24627 09	17099 63	7527 46	60 00	+ 7467 46
Duval.....	60465 60	51377 87	10699 31	129 75	+10569 56
Escambia.....	36254 91	35423 58	631 33	15691 10	—15059 77
Franklin.	5189 33	5950 44	.....	1499 90	— 1499 90
Gadsden... ..	9434 98	8878 15	556 83	.....	+ 556 83
Hamilton.....	7453 91	8836 32	72 41	1529 27	— 1456 86
Hernando. .	8325 77	7424 42	1061 00	1522 05	— 461 05
Hillsborough..	41813 17	39193 90	2637 27	.....	+ 2637 27
Holmes.....	4958 62	7147 66	.....	2199 04	— 2199 04
Jackson	17046 25	16796 37	249 88	... ..	+ 249 88
Jefferson.	14557 85	14507 09	100 32	3805 85	— 3705 53
Lafayette.....	6102 19	5109 28	558 58	.....	+ 558 58
Lake.	21777 34	14829 12	7384 05	463 88	+ 6920 17
Lee.....	8918 79	6752 18	2445 61	.....	+ 2445 61
Leon.....	17202 16	16207 37	994 79	.....	+ 994 79
Levy.....	15680 45	10654 10	2346 18	522 99	+ 1823 19
Liberty..... ..	2486 76	2655 08	11 29	240 58	— 229 29
Madison	15460 45	12451 46	3256 48	... .	+ 3256 48
Manatee.....	8403 84	9742 86	40 55	1339 02	— 1298 47
Marion	33235 81	35269 19	5042 03	8446 46	— 3404 43
Monroe..... ..	15412 90	15071 47	.....	802 17	— 802 17
Nassau	16712 02	16427 22	284 80	6899 18	— 6614 38
Orange.....	31183 47	30273 34	910 13	... .	+ 910 13
Osceola.....	9988 58	8746 22	1242 36	476 39	+ 765 97
Pasco	9979 02	12304 58	21 57	2407 13	— 2385 56
Polk.....	27464 27	21597 36	6319 91	453 00	+ 5866 91
Putnam...	20984 08	16453 60	4839 58	160 00	+ 4679 58
St. Johns.....	20718 15	20643 28	74 87	3000 00	— 2925 13
Santa Rosa....	10628 51	10349 76	124 13	703 64	— 679 51
Sumter.....	11232 33	10395 34	1406 43	569 44	+ 836 99
Suwannee	16885 31	16320 83	564 48	... ...	+ 564 48
Taylor.....	3838 07	3053 35	982 86	147 00	+ 835 86
Volusia.....	23024 47	15213 30	8632 64	824 87	+ 7807 77
Wakulla.....	4040 14	3205 57	734 21	.....	+ 734 21
Walton ..	9306 21	8446 50	754 76	.....	+ 754 76
Washington ..	9528 17	9613 17	.. ..	307 78	— 307 78

*This table illustrates that book-keeping ought to be kept in the public school curriculum. No one can reconcile some of the conflicting exhibits, possibly not the maker of the report, in this balance sheet.

APPENDIX.

PART VIII.

STATE CONVENTION OF COUNTY SUPERINTENDENTS.

While the facts brought out in this appendix do not legitimately come within the scope of this Bi-ennial Report, they are nevertheless of vital interest and importance to the school work of our State, and will be valuable as matters of reference during the work of legislation concerning school affairs, reflecting as they do the views and sentiments of a large proportion of those who are leaders in educational work and thought.

No meeting of men in the history of Florida bears so important and significant a relation to the present educational work committed to the care of teachers and Superintendents, as the convention of County Superintendents held in Live Oak, convening Feb. 9, 1897.

The object of this appendix is to note especially the *fact*, work and significance of that convention.

It is not proposed in this sketch to do more than suggest *some* things that were discussed and cite the action of the convention in regard to propositions for future work.

The program as published is inserted here to indicate the trend of the discussions. The conclusions reached on the various topics follow the programme.

PROGRAMME.

LIVE OAK, Feb. 9–12, 1897.

Speeches Limited to Ten Minutes. Time May be Extended by the Body.

THURSDAY, FEBRUARY 9 - 9 A. M.

INVOCATION.

1. THE PURPOSE AND FUNCTION OF SCHOOL SUPERVISION
L. W. BUCHHOLZ
(a) The qualifications requisite for a County Superintendent.
G. P. Glenn
Discussion .....John C. Compton; continued by volunteers

11 A. M.

2. COMPENSATION OF COUNTY SUPERINTENDENTS.
(a) How may better salaries be secured and on what basis should they be regulated.....Shelton Philips
(b) Would it be economy to dispense with this office
J. L. Hollingsworth
(c) What proportion of his time should be devoted to his official duties..... .. ..A. J. Wooldridge
(d) Is it necessary that he visit schools, and what his duties when at a school..... ....E. L. McDaniel
Discussion.....Thomas W. Ralph; continued by volunteers

2:30 P. M.

3. SCHOOL REVENUES.
(a) Is greater revenue needed; if so, is it prudent to agitate it now..... ....J. H. Girardeau
(b) Who should levy the taxes for schools...W. W. Bostick
(c) How can teachers be paid monthly under our present tax system..... . Wm. M. Holloway
(d) Would a Constitutional Amendment requiring a three-mill State levy, or making mandatory the County School levy—minimum five mills, maximum eight mills—meet with favor among the people..... .....Shelton Philips
(e) Whittling down school revenue by legislation; how can it be stopped ....E. L. McDaniel
Discussion.... .. ..N. B. Cook; continued by volunteers.

8 P. M.

4. Address..... .....L. W. Buchholtz

WEDNESDAY, FEBRUARY 10—9 A. M.

INVOCATION.

5. STATE UNIFORMITY IN TEXT-BOOKS.
(a) Is it desirable.....John H. Sams
(b) Why not desirable . ... George P. Glenn
Discussion.... ... ...P. F. Fisher; continued by volunteers

10:30 A. M.

6. STATE COURSE OF STUDY.
(a) What are its advantages..... ...John C. Compton
(b) What are the objections to it .... R. Q. Baker
(c) Who should prescribe, and what is necessary to secure its universal adoption .....W. B. Lynch

(d) Is the State ready for it.....W. B. Hinton
Discussion..... ...J. R. Key; continued by volunteers

2:30 P. M.

7. COUNTY SCHOOL RECORDS AND REPORTS.

(a) What items should be made a matter of record in a County Superintendent's office, and what books are needed.....Thos. W. Ralph
(b) Are the blanks sufficiently comprehensive and which is the most important in the system of reports
A. M. C. Russell
(c) When is the time to scrutinize and to demand corrections in a teacher's report.....Dr. C. F. Kemp
(d) Would it be well to dispense with the teacher's Final Report.....W. C. Lockey
(e) Are reports worth the time and care necessary to make them.....N. W. Eppes
(f) COUNTY SUPERINTENDENTS' ANNUAL REPORTS:
(1) What should be chiefly characteristic of them
L. W. Buchholz
(2) What remodeling of the blanks are needed
N. B. Cook
(3) Should they be dispensed with.....Jno. C. Compton
(4) Should fullness and uniformity be insisted on, or is it sufficient that each one report his own data to suit his own fancy..... A. W. Mizell
Discussion.....Wm. N. Sheats; continued by volunteers

8. P. M.

8. Address..... Prof. A. F. Lewis; alternate, Geo. P. Glenn

THURSDAY, FEBRUARY 11—9 A. M.

INVOCATION.

9. SUB-DISTRICTS AND LOCAL TAXATION.

(a) Have they proven a success, or shall the law be abolished?
F. G. Schell
(b) Are they operative in rural districts.....W. D. Carn
(c) Are any changes needed in the present law
M. F. Giddens
(d) What the chief objections and who the principal objectors to a sub-district tax.....D. O. Thrasher
(e) What should be the special prerogatives of trustees, or who should hold and on whose order should district funds be disbursed; who should employ and fix salaries of teachers, and determine the length of school term in sub-districts.....C. S. Young
Discussion.....J. B. Parkinson; continued by volunteers

11 A. M.

10. COMPULSORY EDUCATION.

(a) Is the State ready to undertake to compel school attendance.....Charles Dinkins
(b) Would such a law work local hardships in rural districts
Z. Jones

(c) What limitations should be incorporated into such a law
J. E. Hanna
(d) Shall we urge its passage by the Legislature
C. A. Snowball
Discussion.....W. W. Shedd; continued by volunteers

2:30 P. M.

11. TEACHERS' EXAMINATIONS AND CERTIFICATES.

(a) Does the present system suit our conditions
R. L. Williams
(b) Should the law be adhered to strictly in regard to Grading Committees.....E. H. Reynolds
(c) What should be done in case of repeated charges of palpable violations of the law.....W. M. Rowlett
(d) Would a Grading Committee for the State, or one for each Judicial District, be preferable .....T. J. Gregory
(e) Is there real necessity for, and shall special examinations and temporary certificates be continued.....S. M. Revell
(f) Do not special examinations throw wide open for fraud and favoritism the door which the uniform examination was designed to close .....H. L. Avant
(g) Should the lower grade county certificates be re-issuable indefinitely on examination.....Z. T. Merritt
(h) Is the life of Second and Third Grade certificates too long to induce to the best advancement in the teaching force.....J. L. Hollingsworth
Discussion. ...J. A. J. Hathaway; continued by volunteers

8 P. M.

12. Address..... Col. E. P. Cater; alternate, Jno. C. Compton

FRIDAY, FEBRUARY 12—9 A. M.

INVOCATION.

13. COUNTY HIGH SCHOOLS.

(a) Should one running eight months be mandatory in each county.....J. A. Jones
(b) What compensation would patrons living in other districts receive, justifying the monetary discrimination necessary to sustain such a school .....K. M. Tedder
(c) Do you believe intelligent public sentiment would endorse a law compelling one high school in each county
Rufus M. Yent
(d) If public sentiment is not intelligent should it be heeded, and shall steps be taken to secure such a law. P. F. Fisher
Discussion.....L. W. Buchholtz; continued by volunteers

10:30 A. M.

14. ELIGIBILITY FOR SCHOOL OFFICERS.

(a) Under our election system, should every voter be eligible to run for County Superintendent. .....John C. Compton
(b) Would it be possible to make a law prescribing restrictions uniform in its operation.....Shelton Philips
(c) With a restrictive law, what should be done when no one possessing the legal requirements qualifies to run for the

office..... ... . Z. Jones
(d) Should any educational qualifications be prescribed for the office of Supervisor..... E. L. McDaniel
Discussion.....Thos. W. Ralph; continued by volunteers

2:30 P. M.

15. AMENDMENTS TO SCHOOL LAWS.

(a) Are any imparatively needed to remove friction and to enhance progress in our system..... A. M. C. Russell
Discussion. ...Wm. M. Holloway; continued by volunteers

3:30 P. M.

16. MISCELLANEOUS.

(a) Is it advisable to ask the Legislature to fix a minimum salary for the office of County Superintendent W. W. Bostick
(b) Is 5 cents mileage for County Boards just and ample Jno. H. Sams
(c) What are the points to be considered in fixing teachers' salaries .. ..N. B. Cook
(d) What should be done with less than 10 pupils too remote to attend an established school.....F. G. Schell
(e) Is legislation needed, and what to secure better buildings and furniture.....Jno. C. Compton
(f) Is there necessity for another State Normal School R. Q. Baker
(g) Can the present one best meet all the wants of the State Shelton Philips
(h) Is it desirable that an appropriation be made for Teachers' Summer Schools.....M. F. Giddens
(1) Would the electors approve such appropriation .... J. R. Key
(i) Is it advisable to begin now the establishment of City Systems in this State..... ... .Geo. P. Glenn
(j) Should teachers be permitted to open schools under the promise that the examination will be taken at some future date.....A. W. Mizell
(k) Should a teacher be employed whose certificate expires before the school term ends.....W. D. Carn
(l) Should patrons be permitted to patronize two or more schools and participate in the government of all J. A. J. Hathaway
(m) Should a well paid principal be permitted to consume the most of his time with a half dozen pupils in studies beyond the public school course, while the teaching of a large number of pupils is forced upon a poorly paid assistant? Who should regulate such cases.. .....A J. Wooldridge
(n) What disposition should be made of registers after the close of any school..... ... .H. L. Avant

☞Any other question may be added or substituted, which any Superintendent may desire discussed.

8 P. M.

17. Address .....Dr. O. Clute

Adjournment.

This programme covers a wide range, and when it is remembered that these questions were discussed in open parliament and by such men as are in charge of our most successful schools, it will be readily understood that the impulse of a new educational life will be felt in every county where the Superintendent was fortunate or wide awake enough to be present.

And in this connection it is interesting to note that only two of the twenty-nine County Superintendents east and south of the Suwannee River were absent, though eight of the sixteen in Middle and West Florida, from sickness or other cause, were prevented from attending.

The following is the list of County Superintendents present, in addition to some members of County Boards:

W. M. Holloway, Alachua; Charles Dinkins, Baker; F. G. Schell, Bradford; Jno. H. Sams, Brevard; P. F. Fisher, Calhoun; C. S. Young, Citrus; W. W. Shedd, Clay; Z. Taylor Merritt, Dade; M. F. Giddens, DeSoto; G. P. Glenn, Duval; N. B. Cook, Escambia; J. E. Hanna, Hamilton; A. M. C. Russell, Hernando; L. W. Buchholz, Hillsborough; H. L. Avant, Columbia; J. H. Girardeau, Jefferson; Jno. C. Compton, Lake; W. W. Bostick, Lee; N. W. Eppes, Leon; Shelton Phillips, Levy; R. L. Williams, Madison; W. D. Carn, Marion; Dr. C. F. Kemp, Monroe; C. A. Snowball, Nassau; W. B. Lynch, Orange; W. B. Hilton, Osceola; D. O. Thrasher, Pasco; J. L. Hollingsworth, Polk; Thomas W. Ralph, Putnam; E. L. McDaniel, Santa Rosa; J. A. Jones, Sumter; A. W. Mizell, Suwannee; K. M. Tedder, Taylor; J. B. Parkinson, Volusia; William C. Lockey, Washington.

The members of the Legislature were invited, but none were present.

On motion of Supt. Philips, of Levy, State Supt. Wm. N. Sheats was elected chairman of the meeting. Supt. Philips was elected secretary, and Supt. Compton, of Lake, assistant.

The programme as prepared by the State Superintendent was carried out in the morning session, in the order of its arrangement.

1. The Purpose and Function of School Supervision.—All who participated in the discussion of the subject agreed that supervision should be helpful, and much time should be given to this work.

2. Compensation of County Superintendents.—This subject interested the body very much. But it was the sense of the convention that legislation was not needed so much as enthusiastic and energetic men. Such men should be selected by a county as would devote their full time to the upbuilding

of a healthy sentiment both among teachers and people. It was the consensus of the convention that ability and energy in a County Superintendent would be recognized and properly rewarded.

The afternoon session, Tuesday, was called to order at 2:30 p. m. On motion of Professor Shelton Phillips, of Levy county, E. W. Peabody, representative of the Times-Union, was elected an honorary member of the body and assistant secretary of the meeting.

Superintendent Sheats explained that while he had prepared a programme for the assistance of the meeting, he desired the discussion to be informal, and if any member desired to introduce and speak upon any subject of education he hoped he would do so.

School Revenues.—The convention wisely decided that more money was *needed* to keep schools in operation a greater number of months. It was suggested that a minimum tax of 5 mills should be required by law for *all* counties, with a maximum of 8 mills. A motion prevailed unanimously memorializing the present Legislature to pass a law authorizing County Boards to borrow money for school purposes. This with the view of enabling teachers to be paid their salaries regularly by the month.

It was also unanimously urged that County School Boards should be authorized by the Legislature to levy the tax for school purposes.

Under the fifth, and last, sub-division, "How can the whittling down of school revenue by legislation be stopped?" Superintendent E. L. McDaniel, of Santa Rosa, took the ground that assessors, collectors, and treasurers should not be paid out of the school funds. All of that expense should be paid by the County Commissioners out of the general fund. Superintendent N. B. Cook, of Escambia, took the same ground, and said that in his county the school fund did not pay any part of the expense of collecting taxes. Prof. J. H. Sams, N. B. Cook and N. W. Eppes were on motion, appointed a committee to prepare and suggest a plan to secure more prompt collection of taxes.

Prof. L. W. Buchholz, of Tampa, delivered a fine address Tuesday night to a very appreciative audience.

STATE UNIFORMITY IN TEXT-BOOKS.

After much discussion a resolution favoring State uniformity in text-books was upon call of the roll lost by a vote of 30 to 7, one school board member voting on each side.

A viva voce vote was also registered against the system of free text-books.

STATE COURSE OF STUDY.

Prof. John C. Compton, of Lake county, advocated a State course, because if we had a State course, all counties will have a course of study, while as it is many counties have none. If we have a uniform course, pupils moving from one county to another would suffer no inconvenience. He thought the State should adopt a general course, subject to modification and changed to suit the condition of the various counties. Supt. W. B. Lynch, of Orange, advocated the appointment of a commission, non-political in its composition, but composed in part of the advocates of reform, in part of the friends of the three R's, and in part of those who are on the fence. This commission should be authorized by the Legislature, and appointed by the State Board of Education, and should be done at once, as we need a State course.

After closing the discussion on the State course of study, the roll was called, and it was decided by a vote of 29 to 6, that it was necessary to have one. A recess was then taken for dinner.

COUNTY SCHOOL RECORDS AND BLANKS.—A majority of the Superintendents participated in the general debate.

On the first subdivision of this subject, "What items should be made a matter of record in a County Superintendent's office and what books are needed," Superintendent Ralph, of Putnam county, said that in his office he recorded every item of interest. He used five books; the most important he called a minute book, in which he kept the name and date of appointment of school supervisors and teachers, and amount of appropriation to each school. The next book he might call an exhibit book, in which he kept a record of warrants issued, which are settled once a month. The next book is a double-ruled ledger, in which he keeps a record of teachers, their salary, etc, also all money spent for repair of buildings, etc. He could, in five minutes, by referring to these books, tell just how much money had been received, and for what it had been expended, and any other information connected with the office.

It was generally agreed that the Teacher's Monthly Report is the original and most important in the whole line of reports, and that neither irregularities nor omissions should be tolerated, but sent back to the teacher at once for correction. Superintendent Kemp, of Key West, said the proper time to scrutinize a report is as soon as you receive it and before the teacher is paid.

NO CHANGE IN NUMBER OF MEMBERS OF SCHOOL BOARDS.

The question having arisen during the discussions, the convention decided by a unanimous vote that there should be no change in the number of members of the School Board and that the County Superintendent should not be allowed a vote. On motion of Mr. Phillips, Mr. Sheats was requested to postpone his remarks on reports until the morning session.

WEDNESDAY EVENING.

In the absence of Prof. A. F. Lewis, of Tallahassee, Prof. George P. Glenn, of Jacksonville, delivered a very interesting address on school work, which was listened to with close attention by the members, and a goodly number of ladies and gentlemen. Mr. Glenn took the ground that the school room was the only place to make and educate successful teachers. It was a rare thing to find a graduate of a normal school in the school room. He explained the difference between the science and the art of teaching. Science is knowledge, art is how to apply that knowledge in the school room, and is the more important of the two.

At these night meetings excellent music was furnished by the pupils of the Live Oak High School, which was high y appreciated by the audience.

THURSDAY MORNING.

Prayer was offered by Superintendent Young, of Citrus county, after which—

"Mr. Sheats proceeded to deliver the address postponed from last night. He impressed upon the Superintendents the importance of making reports full and accurate and all footings correctly. He appealed for uniformity in reports. The law considers twenty days a school month, yet some report eighteen days, some nineteen, and so on. He wanted them to report the number of days paid for and not the number of days taught. The main idea he wished to impress was that they should be prompt to give him the data required as accurately as possible, in order that he might make up his own reports. Mr. Sheats went to the blackboard and explained how to calculate the average salaries paid, and asked that all should use the same method. Many questions were asked Mr. Sheats, all of which he answered promptly and satisfactorily, making a friend of every County Superintendent present. He criticised in a friendly manner the reports of the Superintendents, showing their errors and omissions, which was productive of much good.

"At the conclusion of his remarks the regular order of the day was taken up."—Times-Union.

COMPULSORY EDUCATION.

After much discussion pro and con on the several subdivisions of this topic the Convention decided by a vote of 17

to 13 to ask the Legislature to pass a compulsory education law, with proper limitations.

REPORT OF COMMITTEE ON RAISING SCHOOL REVENUE.

The Committee on School Revenue and Plans for Securing an Early Collection of Taxes made majority and minority reports, both of which failed of adoption.

The committee consisted of N. B. Cook, N. W. Eppes and John H. Sams. Mr. Eppes' minority report asked a change in the Constitution fixing a 3 mill instead of a 1 mill State levy.

The majority report proposed by Superintendent Cook presents the scheme of offering a discount of 2 per cent for all taxes paid in November; 1 per cent. for all taxes paid in December; the regular tax for all payments in January; ½ per cent. added for all taxes paid in February; 1 per cent. for all taxes paid in March, and the closing of the books the first of April.

SUB-DISTRICT AND LOCAL TAXATION.

"At the afternoon session the subject 'Sub-District and Local Taxation,' was taken up and discussed briefly.

Supt. Schell thought that they had proven a success and should be continued. Supt. Carn, of Marion county, could not say much from experience, as to whether they were operative in rural districts, as he had only one district school in his county, and that was in Ocala, but from inquiries he had made, he was prepared to say they were.

Supt. Giddens thought that there should be some changes in the law to prevent infringement upon the rights of other schools. Supt. Thrasher found no objection to a district tax in his county (Pasco), only indifference, and the location of district lines, and the failure of trustees to report what disposition had been made of the funds collected.

Supt. C. S. Young spoke upon the subject of the duties of trustees in districts. He thought the most important was to arouse interest in school matters, collect money and repair and improve buildings, and to look after the equipment of the schools in the way of maps, globes, library, etc. He could only speak of his own county. There, the trustees, with the advise of the Superintendent, fixed the salaries of teachers and determined the length of the term, but they act independently.

Supt. Parkinson said he knew nothing from personal experience on the subject, but he felt a great interest in the matter, as he expected to establish several sub-districts in his

county. The only objection he had heard was in the country districts. He thought that the County Superintendents should have some control of the district school.

Supt. Sheats said that this was one of his pet schemes, in which he confessed he had been somewhat disappointed. He had looked after the interest of the schools in the Constitutional Convention and had gained the name of "school crank" by his advocacy of these measures, which had been adopted largely through his instrumentality. He thought the power of the trustees should be the same as the supervisors, and should be under the supervision of the County Superintendents and Boards. He hoped to get the law so changed as to remove all friction, and enable these districts to hold an eight months' term.

Supt. Ralph, of Putnam, said that in his county the district schools were under his supervision and were giving general satisfaction. Supt. Glenn, of Jacksonville, made an earnest plea for the sub-district law; it was the only salvation for the schools of Jacksonville; it was the only way that her schools could be built up, buildings improved and term lengthened. He did not want the law repealed; it was good enough as it was, but could be improved by a few modifications.

Supt. Russell, of Hernando, told how they did in his county, which has a large number of sub-districts, which give general satisfaction, except to a few tax-payers, who have no children to educate.

Supt. Hollingsworth, of Polk, said that the district schools in his county were very satisfactory, except that the Tax Collector had trouble in collecting the sub-district tax from railroads and non-residents.

Supt. Bostick, of Lee, said that there was only one district school in his county, and he had no control over it; he wanted some information in regard to his duty in regard to it.

Supt. Philips, of Levy, said that the district school at Bronson was in a very satisfactory condition, and was under his supervision. He thought the trustees should be utilized.

Supt. Glenn moved that it was the sense of this meeting that we endorse the sub-district school law and ask for its perfection by the Legislature, making the County Treasurers also treasurers of the district trustees, and that the relations of the trustees and County Boards be more clearly defined. This motion was unanimously adopted.

COLONEL CATER SPEAKS.

Thursday night, according to the program, Col. E. P. Cater,

of Gainesville, addressed the Superintendents in the dining room of the Ethel hotel, where the meeting was held on account of the rain.

Colonel Cater opened his remarks by giving a history of the school over which he presides, the East Florida Seminary. The academic building was built by the city of Gainesville at a cost of $15,000. The State built the dormitory building at a cost of $12,000. The school is supported by the interest on State bonds, purchased by the proceeds of land donated to the school, amounting to $2,850. It has a military system, and students and faculty all live together as one family, which gives the scholars the benefit of the best and most refined associations. He regretted that one of our State educational papers had stated the effect of military training was "brutalizing," and yet such a training had produced Lee, Grant, Jackson, Hancock, Schofield and many other gentlemen who were an honor to their race. The female students were given a training in calisthenics and the Delsarte system, and all wore uniforms, the entire outfit costing only $25.

He then paid a compliment to the State educational system, whose progress had made it possible for his seminary to attain to the high position which it now holds. The statesmen and brainworkers of today are passing away—from whence are they to be replaced? From the ranks of our schools. We must strive not only to have them as good, but we must make them better. This is a progressive age, and our system of education must be broad and deep. He alluded, in eloquent terms, to the grand work which was being done by the educators of Florida. His speech was much enjoyed by all who heard it. At its conclusion the regular program was taken up."—Times-Union.

TEACHERS' EXAMINATIONS AND CERTIFICATES.

"Supt. Merritt thought that lower grade and county certificates should not be reissuable indefinitely; a teacher could not stand still, he must either go up or down.

Supt. Hollingsworth thought that one year was long enough for the life of a Third Grade Certificate, and two years for a Second Grade.

Supt. Cook favored dispensing with special examinations.

Supt. Glenn thought that under certain circumstances they were a good thing and very essential.

Supt. Buchholz took the same view of the subject.

Supt. McDaniel moved that no change be asked for in the law regulating certificates, but the motion was lost. Supt. Comp-

ton moved that the Legislature be asked to restore the primary certificate upon examination. Adopted unanimously.

On motion of Mr. Eppes, the State Superintendent was instructed to ask the Legislature to provide an advisory board to assist him in preparing examination questions.

Supt. Sheats stated that he could not be with them on Friday, as he had just received a telegram stating that Principal Felkel, of the Deaf Mute Institute, was probably dying. He suggested that a chairman for future meetings be chosen. On motion of Superintendent Phillips, Superintendent Holloway was elected chairman, and at 11 o'clock the meeting adjourned.

Before adjourning Supt. Sheats thanked the superintendents for their attendance, and said he was much pleased with the success and work of the Convention.

Supt. Buchholz returned the thanks of the Convention to Mr. Sheats for the able manner in which he had presided over their deliberations, and for the vast fund of information which he had imparted to them, and asked for its adoption by a rising vote, which was done unanimously."

FRIDAY MORNING.

FRIDAY'S SESSION opened with Supt. Holloway in the chair. Supt. Buchholz led in prayer.

COUNTY HIGH SCHOOLS with the various sub-divisions of the topic were discussed at length, most all of the Superintendents expressing their views.

Supt. Kemp said he was heartily in favor of higher education, but the conditions of the several counties in the State were so different that it was impossible to pass a law making it mandatory upon every county to establish a High School without working a great hardship upon some. It should be left to each county to decide for itself as to whether it should have a High School or not.

Supt. Bostick said he would not say that these gentlemen were raised in a barn, but they certainly had more horse sense than any set of men he ever saw. He was in favor of High Schools.

Supt. Kemp moved that it was the sense of this convention that we favor High Schools, and that the State Board of Education be requested to encourage the establishment of higher schools in those counties which desire them. This motion was adopted without further discussion.

ELIGIBILTY FOR SCHOOL OFFICERS with it ssub-divisions was the next question in order.

Supt Compton, the first speaker, thought that every voter should be eligible to run for the office and that every voter should strive to make himself competent to fill the position. A County Superintendent should be an educated man, and then should apply himself to the work, and he would soon learn the needs of the position. The people should be educated up to the point of choosing the right man.

Supt. Philips thought it would be impossible to make a law prescribing restrictions uniform in its operations. In the first place, he was opposed to restrictions and thought that any one should be eligible to office.

Supt. Ralph, of Putnam, said that under our republican form of government every man had a right to run, but the people had an equal right to defeat him, if he was not qualified, and elect a man who was. He did not think it was possible to pass a restrictive law uniform in its operation. He did not think that any educational qualification should be required in a supervisor. He should be selected for his executive ability, for his good business qualities and common horse sense.

Supt. Sams said no man should be chosen for supervisor who was not qualified to perform the duties of the office. It was the general sense of the body, without a vote, that there should be no restraints by law upon the choice of the people, nor any prescribed qualifications for the office of County Superintendent, as no requirements for eligibility are prescribed for other offices within the gift of the people. The people of a county will best remove any evil, and are to be trusted.

MISCELLANEOUS QUESTIONS.

On the question, "What Points Should Be Considered in Fixing Teachers' Salaries," Supt. Cook said, the principal factor was the number of scholars taught, but teachers in small schools should be paid a little more in proportion than those in large schools. His minimum salary was $30, and when a teacher in a small school taught a large number of grades, he should be paid more than a teacher in a large school who taught only a few grades.

On the question, "What Should Be Done with Less Than Ten Pupils Too Remote to Attend an Established School," the consensus of opinion was to give them a school.

On the question, "Is Legislation Needed, and What to Secure Better School Buildings and Furniture," Supt. Compton said he did not know what legislation was needed, but he did know that better school-houses and better furniture

were needed. To make a school the most effective it should have a good, comfortable house, well lighted, ventilated and heated, and furnished with comfortable seats and desks. Our children should be as well provided for as we ourselves are. We must not expect the patrons of a school to furnish these things; that time is passed, and they must be provided at public expense; it is the best way, it is the cheapest way, and it is the only way, and should be done at once.

Every county board should set aside a certain sum every year for this purpose until enough was secured. The subdistrict tax of 3 mills solved the problem in many cases, and should be used as far as practicable to that end.

Supt. Buchholz said he indorsed everything Mr. Compton said, and said further, that in regard to the comfort of children, a subject to which too little attention was paid, he would say that he had a form of desk designed by eminent physicians and teachers in Germany, which was the most comfortable and cheapest that could be had, and recommended them to all of the Superintendents in the State.

It was generally agreed that better buildings are needed and that they must be built by taxation.

RECOMMENDATIONS.

The Legislature was memorialized to take suitable action upon the following subjects:

1. To remove from the statute books that law which discriminates against members of Boards of Public Instruction by paying them the same mileage as is paid to members of Boards of County Commissioners.

2. To give express power to School Boards to borrow money.

3. To authorize the State Superintendent to apportion State school funds on the basis of an average attendance for the first four months of the schools.

4. To make sufficient appropriation to enable the State Superintendent to employ competent help, so that more of his time, now necessarily given to clerical work, may be spent in visiting the various counties of the State.

5. To pay the State Superintendent of Public Instruction a salary commensurate with his work and in keeping with that paid by other States.

The following was unanimously adopted:

"*Resolved*, That money expended for Teachers' Summer Training Schools is wisely invested, and that the Legislature be requested to make sufficient appropriation to defray the expenses of the same."

Supt. Compton then introduced a resolution thanking the railroads, the newspapers, the owners of the hall in which the meeting was held, and the children of the Live Oak school for the excellent music furnished. This was adopted by a rising vote.

On motion of Supt. Compton the convention, at 11:25 a. m., adjourned with prayer, led by Supt. Bostick.

S. PHILIPS, Secretary.

NOTE—In the preparation of this report the minutes of the Secretary and the report of the Times-Union reporter, both secretaries, were used. While much of the discussions had to be expunged for the sake of brevity, their language was quoted copiously.

SUMMARY OF RECOMMENDATIONS.

I make the general recommendation, that the school law be recast, leaving out much that is vague and superfluous, and re-enacted as a whole. The general outline is admirable, but I venture the opinion, that there is not a lawyer in the State but would say there is much in the school laws that is obscure and meaningless. The powers and duties of officers are not always clearly defined, besides much calculated to produce confusion and variance in administration.

If it be not desirable to do so much, educational interests will continue to progress favorably with the following slight changes:

1. Unfetter progress, by providing for the abolition of the maximum county levy for schools, thereby permitting a longer school term in a county desiring it. *See page* 23 *and Appendix*.

2. Provide for the adoption of a State Course of Study. *See page* 63 *and Appendix*.

3. Make appropriation for Teachers' Summer Training Schools, thereby insuring aid from the Peabody Fund. *See page* 54 *and Appendix*.

4. Amend sub-district law. *See page* 63 *and Appendix*.

5. Re-enact the anti-mixed school law. *See page* 52.

6. Enlarge the discretion of the State Board of Education in the investment of Permanent School Fund. *See page* 53.

7. Establish a Reformatory School, thereby completing the State's system of schools. *See page* 63.

8. Place the duty of taking school census upon County Superintendents. *See page* 21.

10. Provide for a commission to assist in the preparation of uniform examination questions. *See page* 26 *and Appendix*.

11. Make the term of Third Grade Teachers' Certificates good for only one year, and re-issuable to the same person not

exceeding three times; Second Grade Certificates good for two years and re-issuable to the same person three times. *See page* 25 *and Appendix.*

12. Re-establish Primary Life Certificates, issuable only upon examination on primary work and methods. *See page* 24 *and Appendix.*

13. Provide for competent assistance in the State Superintendent's office. There is not an office about the Capitol which demands more competent clerks, which cannot be had with the present allowance. The clerkship has been tendered to several good school men suited for the place, but not one would accept it with the salary allowed. *See Recommendations of County Superintendents.*

Proper help provided, the State Superintendent could be more than a mere clerk, which he must be with the present provision for assistance. It has been suggested that the present head of the Educational Department may undertake the discharge of unnecessary duties. In reply, that officer is willing to leave the matter to a jury of State Superintendents with the Commissioner of Education of the United States as foreman, and for every useless thing done, or attempted, he will agree to name ten important duties of that officer left undone because it is impossible with the assistance allowed to discharge all duties legitimately belonging to the office. *See recommendations of County Superintendents in the Appendix.*

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